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ABSTRACT

The proceedings at fifteen career education site visits are detailed in this phase 2 final report. (Phase 1, community organization mini-conferences, is described in CE 020 110.) Notes from these visitations cover such programs as career education centers, school system-based programs, and education-work councils. Several site-visit purposes are examined: a mutual education process; tying together of national and local processes; network development for community-based career education; and inputs to the U.S. Office of Career Education, in general, and to a policy statement on collaboration, specifically. Each site visit description contains a program presentation, participant reports, a conference discussion, participant recommendations, conference agenda, and a list of participants. Site visits at the following locations are described: Chicago Heights, Illinois; Livonia, Michigan; Mesa, Arizona; Denver, Colorado; New York, New York; Akron, Ohio; Louisville, Kentucky; Miami (Dade County), Florida; St. Petersburg, Florida; Worcester, Massachusetts; Upper Arlington, Ohio; Portland, Oregon; Salt Lake City, Utah; Alma, Michigan; and Philadelphia, Pennsylvania. A list of acronyms used in the document and their descriptions conclude the report. (CT)

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ED166563

INCREASING COLLABORATIVE EFFORTS IN CAREER EDUCATION K-12

A SERIES OF ON-SITE MINI-CONFERENCES

PHASE II

FINAL REPORT

Contract Number OCE 300-77-0449

Prepared for

Office of Education
United States Department of Health, Education, and Welfare

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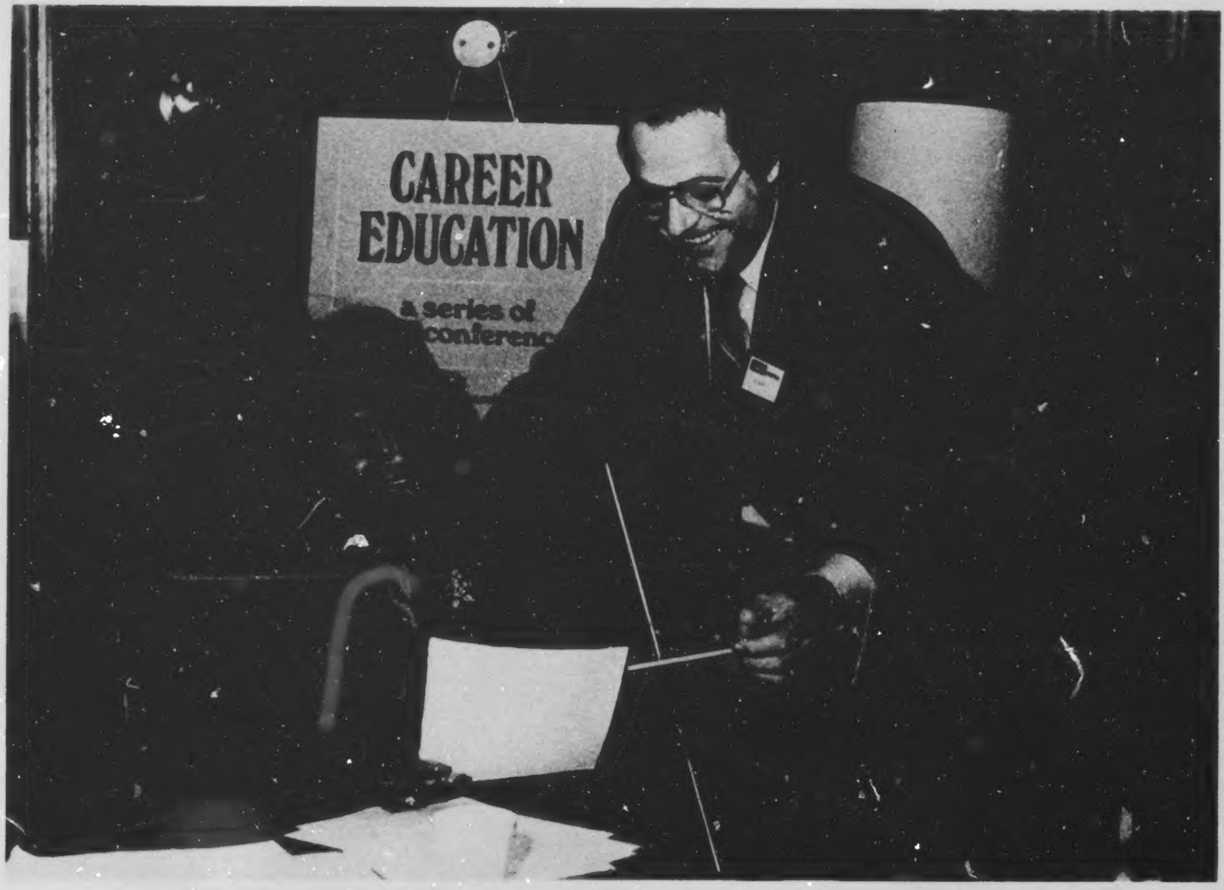
December, 1978


CAREER
EDUCATION
a series of
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Left to right: Brady J. Fletcher, William L. Mermis, Jr.

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ACKNOWLEDGEMENTS

The notes that follow serve as an outline of a process that was conducted by the U.S. Office of Career Education under a contract with InterAmerica Research Associates, Inc. A series of mini-conferences was held on-site at fifteen cities during the spring and summer of 1978. The notes are not intended to be a traditional set of minutes for formal meetings; rather, they are an attempt to capture, record, and outline ideas of the participants.

The participants, who served as resource people, deserve the total credit for any benefits the reader may derive from the contents of this volume. They are dedicated and talented people who are committed to the concepts of collaboration and career education. They were willing to inconvenience themselves to achieve this result. For this, we are deeply appreciative.

A very special acknowledgement must be extended to the on-site visit coordinators and their respective staffs for "making it happen."

To accomplish an undertaking of this magnitude requires the involvement of many people as a team. As the person responsible for conducting the on-site mini-conferences, I want to recognize and thank the following colleagues for their various contributions:

- Dr. Brady Fletcher, the project director, for the efficient manner in which she organized and managed the eighteen local mini-conferences and the fifteen exemplary site mini-conferences. I would also like to thank her for the leadership given in the development and finalization of all reports which resulted in this two-volume publication.
- Ms. Odilia Esparza, Ms. Juanita Garrett, and Ms. Debbie D. Berryhill who assisted Dr. Fletcher from "behind the scenes;"
- Mr. Terry Newell, the project officer, for his sensitivity and ability to be helpful when needed most;
- Dr. Joseph Scherer, my traveling companion, whose insightful recording of process was always central to the understanding of the product;
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- Dr. Joann Chenault for her support and help.

I personally want to thank Dr. Kenneth Hoyt, director of the U.S. Office of Career Education, for the opportunity to be a part of such a significant program for which he is the sole architect. His leadership and vision is always felt by people who work with him.

The finished product, printed in two volumes, was done by a team of extraordinary people under the direction of Debbie D. Berryhill. I wish to thank each of them. Format and design by Debbie D. Berryhill; photography by Esteban Solis; graphics by Thomas Bourdeax, Gene Ulman and Lisbeth Jones; and typing by Linda Wright and Debbie.

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William L. Mermis

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EXECUTIVE SUMMARY

This publication is intended to serve as a complementary collection of notes to the previous volume (Phase I) which was based on the 1977-78 series of U.S. Office of Career Education mini-conferences. The previous publication is developed from three conceptual mini-conferences on community based collaboration in career education followed by 14 community organization discussions on collaboration, each from a different perspective, and a super mini-conference for review and synthesis by project directors and representatives of the national organizations. Additional monographs written by the director of OCE on this subject are valuable supplements.

The 1977-78 series of national mini-conferences was followed by site visits to exemplary career education programs in 15 cities across the nation. The notes from these visitations form the body of this publication. As reflected in the notes, the local exemplary programs took on various forms ranging from career education centers to school system based programs to education-work councils. In general, the same note-taking process that was used for Phase I was followed by the on-site mini-conference facilitator.

A representative from each of the community organizations that participated in the 1977-78 mini-conferences traveled to different sites and were met by a local counterpart from their specific organization. Together they met with the project staff of the exemplary career education program. The program was examined from the perspective of the various community organizations to identify existing relationships and any possible future dimensions for collaborative activities.

The site visits, as well as the national mini-conferences, served at least several major purposes: a) a mutual education process, b) tying together of national and local processes, c) network development for community based career education, and d) inputs to the U.S. Office of Career Education, in general, and to a policy statement on collaboration, specifically.

Each site coordinator was sent a tentative agenda to use as a guide in organizing the on-site mini-conference. Some developed their own agendas and some did not. If there was an agenda different from the basic one, it is located on the front of the Appendix page at the end of each site, along with a complete listing of all participants who were in attendance at that site. The terms site visit coordinator and exemplary site director apply to the same person. In some instances this person is the project director of the OCE exemplary program; in other instances this person had a prominent role in the career education program at the visited site. A copy of the Tentative Agenda appears on the following two pages. A key to the acronyms used is found beginning on page 473.

TENTATIVE AGENDA FOR 2-DAY SITE VISIT

	Person(s) Responsible
First Day - Morning	
8:45 Registration - Coffee	Brady Fletcher, IRA
Visiting Team (OCE mini-conference participants) Counterparts (community/business/labor organizations) NMI Council persons and/or Career Education Council persons Exemplary Site Director Other Guests	
General Overview and Orientation	
Welcome	William Mermis, IRA
Introduction of local personnel	Exemplary Site Director
Introduction of state career education visitors (or those from your system)	Exemplary Site Director
Introduction of NMI Council and/or Career Education Council persons	Exemplary Site Director
Introduction of visiting team	William Mermis, IRA
Presentation from Exemplary Site Staff - Show And Tell	Exemplary Site Director
11:45 Adjourn for lunch	
Visiting Team/Counterpart--arrange for lunch	Local Counterparts
(Note: everyone else plans lunch for himself/herself)	
First Day - Afternoon	
1:30 The visiting team members--each with the local counterparts--identify and link with any local career education center to discuss the local system and local collaboration	Local Counterparts
(Note: these arrangements will be made ahead of time)	

		Person(s) Responsible
Visiting team member will keep notes of his/her collaboration for feedback on the second day		Visiting Team Member

First Day - Evening

5:00 - 6:30	Reception/Cash Bar for exemplary site director, visiting team members, and local counterparts (at hotel)	Brady Fletcher, IRA

Second Day - Morning

9:00	Cassette Tape/Recorder Session	William Mermis, IRA

Visiting team members meet with exemplary site director for feedback regarding local counterpart visitations on collaboration

Part I - What Did I Learn?

Part II - Implication for the Concept of Collaboration

12:00	Group Lunch at hotel for exemplary site director, visiting team members, and local counterparts	Brady Fletcher, IRA

Second Day - Afternoon

1:45	Visiting team members/Counterparts/ Exemplary site director	William Mermis, IRA

Collaboration: Past/Present/Future

Local level - State level - National level

Where To From Here?

Specific local examples - Identify any generalizations of collaboration

Summary and Conclusions

4:00	Adjournment	

Each site visit began with a presentation of the local exemplary program by the project staff and various community resource people. The format included a discussion of local examples of community based collaboration in career education, the identification of constraints to the implementation of community based career education, and, finally, a listing of ingredients for the concept of collaboration developed through the use of a word association exercise.

Representatives from both the community based organizations and the exemplary career education projects characteristically exchanged ideas concerning the implications of each other's activities in career education. Recommendations were made by the participants, and consultative statements were developed by the representatives of the national organizations from their particular organizational perspectives. These individual statements represent a wide range of opinion and are intended to be used as "fuel" for the development, by OCE, of a strong community collaboration concept. A common frame of reference for the Participant's Self-Reports provided the general context for identifying the guidelines of discussion. This common frame of reference included a) the interface between education and work, b) the role career education can play in developing this interface, and c) the ways community collaboration can serve as a means of developing a career education system.

In accordance with Director Hoyt's objectives, a major outcome is a nationally linked support system and community based network which is a mechanism for a continuing process for the development of partnerships, alliances, cooperative relationships, collaborative agreements, and a capacity for consortium arrangements without losing individual identity or violating the integrity of organizational mission. Through these various avenues, individuals, programs, and organizations will have the potential to pursue community based collaboration in career education within the larger context of human services, thereby redefining and organically expanding the definition of "community" to include more cross-system and cross-categorical concerns.

The Participant's Self-Reports are the thoughts of individual participants and not as an official spokesperson for the organization of which he/she was a "representative." No organizational endorsement should be inferred. However, as you will find, the participants' ideas are a rich source of information which adds valuable perspective to career education. The notes themselves are intended to be representative of ideas and a sharing of information which may serve to stimulate others in their own creative thought.

William L. Mermis, Ph.D.
InterAmerica Research Associates

ON·SITE MINI·CONFERENCE

DISTRICT 206
HIGH SCHOOLS

Chicago Heights

ILLINOIS

MAY 8·9 1978

ON-SITE MINI-CONFERENCE IN COMMUNITY COLLABORATION

EXEMPLARY PROGRAM: Bloom Township High School - District 206
Chicago Heights, Illinois
Dean Wertz, Site Visit Coordinator

PROGRAM PRESENTATION

Bloom Township represents a little bit of everything. It is multi-ethnic, both rural and urban, and includes both high and low socioeconomic status families. Six different elementary districts feed the Bloom Township secondary schools. These six districts are all very unique and in an effort to meet these unique needs and maintain good communications, the coordinator meets monthly with the six area superintendents and one member from each of the six local education boards. This communication linkage with the superintendents and board members has helped measurably to eliminate problems or at least to head them off.

Cooperative Association for Superior Education (CASE)

The coordinator attributes a large extent of the success of the CASE program to the state AVTE commitment to local career education efforts. According to the coordinator, vocational education and more specifically the state vocational education director do not view career education as a threat. He did express concern that career education is yet to provide funds for any local efforts in the Chicago Heights area.

Curriculum Development

Volunteers began in 1971 to work on program development during after-school hours. The idea that teachers make materials for other teachers seemed to enhance credibility of the program. It was considered imperative that a career education program not place an additional burden on classroom teachers. Therefore, materials were developed that could be infused into the existing curriculum; a list by grade levels is as follows:

Grades K-3

- Materials consist of a card file box of ideas for teachers so that they can expand the range of classroom activities that help kids focus on their own skills and abilities. Each month, teachers are provided suggestions for helping children explore a different skill or ability.

- Materials attempt to break down sex stereotyping.
- Teachers are asked to infuse the CASE program into the regular curriculum.
- Emphasis during the primary grades is on children becoming more aware of their skills and abilities and becoming more comfortable with them as well.
- Monthly worksheets are distributed to the teachers.

Grades 4-6

- Once children have developed some career ideas based on understanding their own skills, teachers are asked to expand on the career ideas by examining particular jobs.
- Monthly worksheets are still distributed to teachers.

Grades 7-8

Because emerging self awareness is a focal activity of junior high students--seeking to discover who they are--teachers are provided assistance in developing career exploration activities. These activities are tied to the language arts and math content areas.

Career Central

Career Central is a clearinghouse for instructional resources. Its objectives are:

- To provide access to curriculum materials that are commercially prepared;
- To provide reference lists of free materials available from a variety of resources such as Ford Motor Company, General Electric, and others;
- To develop and coordinate a speaker's bureau composed of individuals from a variety of occupations within the local area;
- To prepare community resource people for classroom presentations, which involves familiarizing them with the students' abilities, interests, behavior;
- To coordinate field trips to local business operations;

- To link resources such as the Education/Work Council. The Council has provided a good base for making contacts with the broader community;

- To sponsor career days which allow children to sample careers. This is generally done by having children observe people as they work.

The major problem encountered by Career Central is teachers' resistance to changing their operating procedures. Career Central has had a modest goal of involving 10 percent of the teachers. Today, better than 50 percent are regularly using the Career Central support services. It is estimated that an additional 20 percent use the services on an occasional basis.

The major thrust of Career Central has been to extend the parent-friend involvement as community resources for the schools. This program provides support services in the coordination of basically two areas: printed career education materials and presentations by community resource persons.

Operation 25

Operation 25 is a dropout retrieval program within a career education framework. Careers are not entities with definable beginnings and ends but rather the career process is part of a kindergarten-through-life continuum experience. In Bloom Township, the school board believes that each young person, including the dropout, should be provided with one marketable skill.

There are three major goals for the Operation 25 program:

1. To facilitate the acquisition of a high school diploma;
2. To train individuals with one marketable skill;
3. To provide placement in a full-time job.

With respect to the last objective, there is currently a 70 percent success rate. The youth who are part of this program appear to face three basic problems:

1. Demonstrated inability to discipline oneself;
2. A lack of basic skill mastery, generally related to a number of unanswered questions (e.g., why do I need to learn how to read?);
3. Insufficient individual attention.

What Is a Typical Day?

A typical day includes three hours of course work involving consumer economics, self-discovery, and job survival skills. A great deal of attention is given to individuals to help them overcome any deficiencies. In the afternoon, students are placed in a job situation for two hours. (There are no private sector job placements at this time.)

PARTICIPANT'S SELF-REPORT

Duane Bokemper, American Legion

The Chicago Heights mini-conference on career education for all practical purposes has to be judged a huge success.

The program established by the Chicago Heights career coordinators is geared to the elementary and junior high students and seems to be working quite well. The Career Center is being used by most teachers in the system.

In talking with the Career Center coordinators, assistance is needed in obtaining resource people for use in the classroom and on field trips. No contact has been made with the American Legion; however, the American Legion on the local level or the state level has not volunteered its services for supplying resource people at this point. This is undoubtedly due to the lack of publicity in organizing a community center.

The American Legion is a diversified organization with members coming from all walks of life and representing countless occupations. The possibilities are unlimited in providing resource people for participating schools. To be effective in this endeavor we must step up our publicity to inform our members of the obligation to assist our schools in the education of our youth.

Possibly a set of guidelines should be established to be filtered down from our National Headquarters to each of our 16,000 American Legion Posts. Although each state or each school may have different needs we must in some way be programmed on the same wave-length. Of utmost importance is to find that certain individual in each post or auxiliary unit who is interested in education, and who will compile the occupational information on post members, in turn making this information available to the schools. To date, we have made no real effort to do this.

The Nebraska American Legion has taken a small step in an attempt to promote career education by recognizing a certain number of schools each year who have demonstrated outstanding achievement in this area. Awards are based on applications submitted by the schools to the Legion's State Education Committee who make the selection. The awards, in the form of engraved plaques are presented at our State Convention.

Hopefully, the enthusiasm generated by participating in two mini-conferences can be instilled throughout the membership of our organization. Thanks for the opportunity of being involved.

Karen S. Simac, CETA

First of all there are many diverse organizations involved in career education - not just schools. Having been a teacher at Bloom Township High School and now a counselor for CETA, I'm very familiar with both CASE--the Career

Central in Chicago Heights--and Operation 25. I believe a majority of CETA dollars should go into education for such courses as parenting, self awareness, values clarification, career exploration and education, and interpersonal relations so that we can prevent an unemployment problem in the future. With the current surplus of teachers, class size can be reduced to 15 for such classes in order that actual relating and understanding can occur. We will then have a better equipped future employable population. Public service employment can only alleviate a problem of unemployment but cannot solve it. Education can solve the problem of unemployment.

A community-based collaboration in career education is great for a wealth of resources for a community. However, if it is not utilized by more than just the grade school system, it appears that the clientele is limited. Although a community can have an extensive career center, a youngster's attitude toward work is formulated at home, and it is possible that a career center can only give awareness, without pride and enthusiasm in working.

CETA provides work for the disadvantaged youth during the summer under Title III. The youth work 20 hours per week and are in class 5 hours per week. Perhaps field trips or classes could be held occasionally in the career center. The only problem is that under Title III, work exploration is not provided for the middle or upper class youth who also need it.

CETA collaborates with the existing secondary schools, community colleges, and agencies by providing the money for agencies to hire young people, and for schools to teach work exploration (a career education experience). The schools also collaborate with the community by providing students in DE, DO, VICA, and HERO for work in the community.

Bea Forrest, Women's American ORT

Women's American ORT has conceptually supported the philosophy of career education which is in consonance with its own for some years and has been involved at the national, state and local levels.

This meeting brought the conceptualization of career education to the implementation level at the grass roots, where the kids are. The concepts of the uniqueness of each child and the impression of career education into the existing curriculum were excellently described by the exemplary site director and his staff. Such presentation should be made available to ORT leaders and school boards who are involved with career education in order to reinforce their knowledge.

The presentation underscored the importance of community involvement, such as ORT, in the following areas:

- Making presentations before school boards urging adoption of career education as a school goal;

- Developing local talent as a resource pool of speakers to include parents as well as larger community;

- Sponsoring career days; and

- Helping to organize career corners in libraries.

There is a potential for ORT to help develop programs like "Operation 25" around the country. The Career Central Center demonstrated the creativity and ingenuity of the staff and serves as a great motivational factor for teachers. Perhaps ORT could (where it has introduced career awarness programs) urge the establishment of such centers.

As a member of the Illinois State Advisory Council on Adult, Vocational and Technical and Career Education, and particularly as chairman of the Career Education Committee, it was most instructive to hear and see all that is going on in this school district. I shall suggest that this presentation be made before our Council.

It was valuable to meet with members representing other community organizations, each performing a role for career education. The potential impact and value of career education councils which would join all these forces together becomes more and more apparent.

ORT has been involved with upgrading the image of vocational education in the Greater Chicago area as indicated by the following:

- ORT offers US bonds to outstanding students of vocational education at major functions, honoring teachers as well as students;

- ORT chapters have visited vocational education schools in the Chicago area;

- ORT has taken kids on world-of-work trips (Chicago area);

- In the Schaumberg area (NW), ORT is now involved in bringing in resource people to local schools after having made a presentation to the school board. We see this as a development for the Greater Chicago area;

- ORT has used more media in this area to promote vocational education and career education;

- ORT will be working with the Mills Township High Schools in setting up their Career Fair for the next school year;

- ORT is active in legislation at state and local levels for vocational and career education. ORT has also presented testimony at public hearings in their behalf.

Donald Barber, Future Farmers of America (FFA)

Although no FFA counterpart was available in Chicago Heights, I looked at the total career education program in Chicago Heights. I learned that all vocational programs have been incorporated into one department under the umbrella of Occupational Education, thus doing away with departmental fragmentation. Career education is blended into the total occupational program more smoothly this way. All teachers become involved socially and meet frequently for recreational activities where many problems are discussed. This provides all vocational education teachers an opportunity to get to know each other better and collaboratively infuse career education into their classroom program goals. Vocational youth groups such as VICA, FHA, DEC and OE are apparently a strong and integral part of the vocational program, although there is no one Chicago area school that has a vocational horticultural program in which an FFA youth group could be incorporated.

I feel that agriculture and related occupations could be stressed more. The elementary career resource center which I visited yesterday does have some information on agribusiness careers. Students in urban and suburban areas need to have more information and more exploration activities in agribusiness since approximately 40 percent of all jobs are agri-related. Without vocational agriculture programs and the FFA, there will continue to be a void area on agricultural careers. 4-H programs are available but they do not, in an urban setting, cover a very large scope of agri-related occupations.

FFA's national organization has material available for use in elementary schools to focus on agriculture occupations. A packet of materials--"Emphasis 78"--provides information on "Food for America" and "Building Our American Communities." Films such as "Stars Over America," "Agriculture - USA" are good for showing different agriculture careers. In rural areas where FFA programs exist, the FFA members provide these programs for elementary teachers and their classes. Certainly, the films I have mentioned above as well as others are available for use in the classrooms.

The youth groups that do exist (VICA, DECA, etc.), might be encouraged to aid elementary teachers by having students provide programs dealing with careers which they have been studying and learning about through their own education programs. This approach has been used by the FFA and I feel provides several valuable career education objectives.

- The high school student presenting programs to the elementary and/or junior high classes gain a much better insight into many ag-careers as they prepare for their presentations. It is valuable leadership training as well.
- It provides career exploratory/awareness ideas for both the elementary students and teachers.
- It certainly is a collaborative effort.
- It's another resource for elementary teachers.

Although I'm not familiar with other vocational youth groups, I feel they could provide much the same type of activity to make elementary students and teachers aware of occupational areas.

Vocational youth groups provide tremendous career preparation for those who belong through their incentive, competitive and reward activities. If the vocational teachers develop strong vocational youth groups they will find career education is much easier to incorporate into their teaching goals. Vocational teachers have, in general, been providing career education to their students. They should be alert to any ways or ideas in which they could strengthen their teaching through infusion of career activities and goals.

John L. Thompson, National Urban Coalition

From my visit to the Career Center, I learned of various methods used to develop good collaboration among teachers at the elementary level as well as secondary.

In addition to the collaboration methods, learning processes were explained which could be very helpful in getting and/or retaining students' interest in goal setting, as far as career education is concerned.

I was also made aware of the commitment that must be made by local boards of education in order to start and retain strong lines of communication. This in turn will have more of a sweeping effect on the teacher population to become more involved with career education.

The Career Center has given me many ideas for setting up a center in local schools that will further extend the collaboration lines.

I would like to suggest that the local Urban Coalition be brought in to aid in getting more funds to expand Chicago Heights Career Education programs.

As for community implication (from what I have learned), it has given me ideas which will widen my area of attack in getting more movement at the local levels for collaboration.

The Philadelphia Urban Coalition has been actively involved in career education through its various education committees. It has made many moves toward developing lines of collaboration through the use of and development of its academy projects. The development of these academies has caused a strong frame of collaboration among the various levels of the business community (the movers and shakers). It is presently moving to develop stronger collaborative lines with the labor groups which play a very important part in completing the framework in a large metro community.

Presently there are activity groups behind the movement for career education. They are: The Electrical Association, The Automotive Association, various business groups (bank, insurance, etc.).

The collaboration among these groups together with various levels of the local educational system has managed to develop linkages through the Philadelphia Urban Coalition.

James Hay, National Alliance of Business (NAB)

What I learned: I was familiar with Operation 25 from past dealings with Dean Wertz and CETA; however, I knew nothing about the CASE Career Education Center. I have come in contact with other school districts both in Chicago and other suburban school districts that have invited businessmen to come in and tell students about their jobs.

I believe the activities described at this conference show a growing trend to demonstrate and create student interest in a wide range of occupations, and not just in the so-called glamorous occupations. I wish something like this had been done when I was in school.

Much that NAB does can be called coordinating activities between our "cooperating agencies" and the businesses that make known to us and promise us their job openings, and that hire new employees through our referrals (cooperating agencies). Our Youth Program Division could assist and help coordinate activities in career education between the City of Chicago and the many suburban districts.

I work with specific companies that have pledged or promised job openings to NAB. When these promised openings become real, I obtain all pertinent information about the job and company, then contact our cooperating agencies and pass the job information along to the different agencies (Illinois Job Service, Cook County CETA, Urban League, etc.). After a few days, I then contact the company to determine if the job opening(s) still exist, and if the company is satisfied with the qualifications of applicants referred (if not, why?). Then I review the job position(s) and qualifications, recontact the different agencies and review employer complaints and/or job duties and qualifications until the employer has satisfactorily filled the job position(s). I explain and coordinate the different programs and services that NAB or our cooperating agencies offer and can provide to employers (e.g., On-the-Job Training, Supervisor Awareness Training, Personal Awareness Training).

John Sanders, American Red Cross

It was brought out that the importance of collaboration and the exchange of ideas and information cannot be over-emphasized. Many agencies and organizations can very easily exchange resources and information without being in competition or duplicating efforts, but with open and clear communications can collaborate and provide services efficiently.

Although some information and resources are publicized, they are really not understood unless they are exchanged and discussed in a comfortable, open setting where questions and answers can be clarified.

The Red Cross has Youth Service programs such as good grooming, bicycle safety and first aid classes, available to teachers or leaders to provide to students. Also nursing and health programs such as mother's aid and parenting courses. Since the Red Cross is a volunteer organization, these services and programs are free except for a small charge for textbooks and materials.

Since I am fairly new in the area, I do not feel in a position yet to elaborate on local activities.

Jack Winchester, CETA

I found that the special project for assisting high school dropouts has been successful. As a model, I feel the program could afford to accept a small percent of higher risk students. The interview process that has been established is a sound approach and is a tool that could be used to encourage youth to continue school. A suggestion for a project such as Operation 25 is to systematically select 10 percent of higher risk clients, integrate this small number with the more select group, and observe closely the attrition rate.

The success of Operation 25 indicates that local collaboration does work. Those students who are experiencing problems in the regular school setting can benefit from such projects as Operation 25. Financial support can be provided by local CETA Prime Sponsors.

This project could apply to our local needs. Certainly the need is on a larger scale; however, the thrust of this type of project must remain an individualized approach to students who have special needs and are having difficulty with institutionalized education. My community would probably be receptive to an approach such as this.

CETA funds have been appropriated for stipends and staff salaries; local education agencies have provided some office space. The church has been instrumental in allowing classroom space and a facility in which to serve food.

Richard Evarts, National Alliance of Business (NAB)

Monday's activities revealed more similarities in the difficulties encountered in career education, and some new and exciting ideas. Difficulties in teacher acceptance of career educators and time demands as work-overloads are common challenges. These challenges have been met here by integrating career education directly into the curriculum and by reducing teacher perception of career education as a separate activity.

New ideas not actively employed in most Denver schools include: (a) "infusion of one fully marketable skill" within each student and (b) emphasis on enhancing the self-awareness and confidence of each student.

I also learned that Operation 25, though far smaller than Denver's DEAL Program, must deal with the very same problems which confront the larger program. Achieving the educational, skill development and unsubsidized employment goals are often contradictory, not complementary processes. Such an insight demonstrated the importance of collaborative efforts on such programs, efforts totally neglected to this date. Such isolation demonstrates the same tendency which often prevents the full utilization of career education.

Barriers to full collaboration in career education and acceptance of community responsibility are also similar in Chicago and Denver. Time demands on community representatives and business managers is a problem that we overcome by equalizing the load across the field of available speakers and, of course, by enlarging that field. Increased utilization of parents as resources is a very promising thrust, beneficial to a broad spectrum of needs (e.g., speakers bureau, PTA, etc.).

A vastly expanded network of communication links from the school to the community would greatly accelerate the collaboration process. Business, labor and community representatives need to receive invitations--encouragement--so that they might be "co-opted" into the process of career education (e.g., newsletters from the school, thank you and invitation letters from students).

The first and most immediate step toward relating the two is personal contact. Thanks to this conference, that has been accomplished. Next and more importantly, a regularized communication network would permit both groups to keep abreast of developments in each arena. As Dean Wertz indicated, career education ideas and materials were meant to be shared. We should actively undertake a program between organizations to exchange that information. Minimally, each attendee's name should be placed on the mailing list of all participating organizations.

Actions of counterpart organizations should be shared as examples, perhaps encouraging "competitive" activities by the counterpart organization in other cities. Increased exchange of unique materials should be accomplished by adding a card catalog of career education materials to each mailing by each organization.

Examples in the conference of local collaboration are diverse and encouraging. The Chicago area appears to be blessed with the Work/Education Council, CETA and Dean Wertz, all of whom appear to work in consortium. The National Alliance of Business(men) has not yet been "co-opted" into the career education movement, at least on the scale that is both possible and desirable. It appears that, as in Denver, certain strong personalities such as Carl Fazzini have done such a good job that other organizations have avoided more intensive involvement. Such a system pattern can achieve many laudable results. However, when the magnet individual is gone, the entire system's effort often disintegrates. I would urge that any vacuum should be filled intelligently by a planned division of labor between groups.

Even when an activity is begun by an individual, that person should actively seek to divest himself/herself of some of the total program responsibility. In this way, we might encourage a broadening of the support structure. People need an enhanced awareness of the systems which are created to solve any given problem and the special character that each system exhibits.

Carl Fazzini, Work/Education Council (WEC) of the South Suburbs

I learned of the many groups which have taken a deep interest in preparing young people for the world of work and life. Each of the national organizations formed a thread in the fabric of career education. There were several levels of understanding and obviously a great variety of approaches to youth service, but the theme was to help young people, particularly, to "turn their complaints into goals." There is a great amount of talent (resource people) available to assist and collaborate with the educational institutions, if only their concerns can be brought into focus. I learned that we must, on a local level at least, determine: what is ..., what should be ..., when it comes to career education of our young people.

Once we have mutual agreement on needs, especially at the local level, we can turn these needs (complaints) into mutually agreed upon goals to be accomplished. Once goals have been established, the problem solving process is halfway toward accomplishment.

For career education to work, there must be local collaboration based on my first statement. The national level should provide broad policy and direction, - be a facilitator. The state level should provide both facilitation and brokering functions. The local level, and only the local level, can be the deliverer of services.

The Work/Education Council embodies in its assumption for existence the idea of collaboration of business, industry, education, labor and government. Forgive my bias, but each and every group represented in these mini-conferences is represented on our council either directly or indirectly. Work/Education Councils can provide that neutral forum which elevates local career education needs and problems to the level at which they can be addressed.

We can cite a number of collaborative activities in our local area. Some are:

- Guidance Center-W/E Council-Survey; and
- Assisted in convincing the State Office of Education (DAVTE) to join a national consortium which is coordinating task analysis for current and emerging occupations (V-Tec, Atlanta, Georgia).

Ruth P. Hay and Leland G. Jinks, 4-H

The exemplary site staff presentation under the direction of Dean Wertz served as an excellent opening for the mini-conference. The CETA presentation also served as an opportunity to perceive local efforts at collaboration. It was also apparent that other agencies, organizations, serving within the area had little if any knowledge of these programs (with the exception of NAB). Perhaps part of the reason for this situation is directly related to the heavily populated Chicago area that is served by these groups. Finally, these presentations did serve to focus attention on the lack of collaboration among the agencies involved.

Cooperative Extension Service, Cook County, 4-H: The Cook County 4-H program is mandated through the county, state and federal governments to provide educational opportunities for the youth within the area it serves. South County includes about 25 percent of the 4-H program within the county. The current program serves approximately 4,000 to 5,000 youths each year. Of these, 600 are enrolled in organized 4-H clubs with the remainder served in collaboration with schools and agencies. The majority of 4-H members are enrolled in a variety of 4-H projects. Some of these are clothing, foods and nutrition, gardening, arts and crafts. Activities involved include public speaking, demonstrations and tours within the area as well as visits to the University of Illinois. Skills acquired include exposure to image building as well as learning the group socialization process. Most projects provide live, action-oriented methods that give 4-H'ers the opportunity to learn by doing.

There is a dire need to:

- Collaborate with other groups in career education;
- Develop a resource center easily accessible to all youth groups within the community;
- Work together in providing different opportunities for youth in real-life experiences;
- Initiate a systematic leadership (volunteer) recruitment and training program in the area of career education; and
- Encourage each agency to designate one individual to form an initial or temporary committee to discuss mutual concerns and programs.

By providing "live" learning experiences through 4-H projects, activities and events, 4-H can work collaboratively (e.g., clothing project teaches skills of construction, of selection of wardrobe, modeling, good grooming). All three of the above are important skills in which to excel as youth enter the world of work. Other examples include career exploration in the areas of home economics and agribusiness.

The 4-H Clubs of Cook County (one area) are currently collaborating with 11 different schools, organizations, or agencies (schools, housing authority, boys clubs, YMCAs, Scouts, block clubs, physically and mentally handicapped groups, senior citizens, consumer homemaker's educational program, CEDA-SADA, branch library).

The types of programs within the schools are as follows:

- TV series, "Mulligan Stew"
- Foods and nutrition
- Consumer education
- Child care
- Bicycle safety
- Canning and freezing
- Science projects
- Gardening
- Arts and crafts
- Counseling high school students
- Supplementary information to schools for home economics teaching
- Career opportunities in agribusiness and home economics

In the majority of collaborative projects with educational programs, 4-H usually provides the educational materials and methodology. The school, agency, or organization provides the leadership to conduct the program.

Emma Padgett, The National Federation of Business and Professional Women's Clubs, Inc. (BPW)

Three useful ideas were generated from the conference:

1. A very important function of work/education councils in the local community is to provide input, names of resource people, and expertise in organization thrusts.
2. A central center for materials for classroom use and community research would facilitate community efforts in career education.
3. BPW members could play effective roles in CASE and Operation 25, for example, role models, instructors, makers of materials, tutors in preparing resumes and summaries.

There are a number of implications of the above idea for community collaboration, these include the following:

- BPW already is involved in coalitions for promotion of ERA. These could continue with emphasis in career education projects;

- BPW already has the framework of clubs for high school (NIKE) and for college (Samothrace), as well as a documented Career Awareness Program;
- BPW members are the recognized leaders among women in most communities and could carry "clout," bringing more possibilities for acceptance; and
- BPW members are involved in youth programs (e.g., Young Career Women, Continuing Education for Mature Women).

BPW has career-oriented objectives. It was created to promote women in business and the professions, and it has political know-how and special contacts through many organizations.

The following are some ways that BPW could relate to the local career education program:

- Members of BPW could very well fit into the programs seen and described in Chicago Heights. They could serve as resource people in both CASE and Operation 25 projects. In CASE, they could prepare materials, serve as role models, and serve on committees. In Operation 25, they could serve as instructors (many are retired teachers). Additionally, scholarship monies and donations for center materials might be another means to help, as well as providing role models here also.
- BPW members should become involved in the work/education councils and other groups concerned with policy.
- Coalitions among compatible community groups could eliminate duplication and give more financial and political clout. Accepting leadership in various groups would perpetuate career education theories and impact.
- Specifically, much cutting of stencils, laminating, pasting, duplicating and other similar needs could be filled by BPW. BPW could sponsor clubs, could give prizes for theme-writing, poster making, art exhibits, all relating to career education. Collaboration is possible for career days, legislative conferences for current issues discussion, meet-the-candidates panels, vocational fairs, and workshops.

Already existing examples of collaboration are the following:

- BPW already has visibility on national, state, and local levels that includes effective leaders in legislation affecting women and youth, and ramrods in opening options for equality in all areas for women and youth.

- The national foundation provides scholarships throughout the country for all ages. It has the largest library for research on women's projects. Nationally and in states, there is a BPW magazine that could include career education articles and could keep members abreast of developments. BPW is well represented in Congress and in other matters of national interest. The following are BPW members: Rosalyn Carter, Pat Nixon, Lady Bird Johnson, Martha Griffiths.

- BPW was a sponsor of IWY conferences, - Status of Women Commissions.

MINI-CONFERENCE DISCUSSION

Earlene: What about career education for people at home, for disabled adults, not just veterans? Most career education programs seem geared for junior high, senior high, and college students. Veterans get little help in the area of career education once they leave the hospital.

Duane: There are some retraining programs for veterans, especially handicapped persons. There may be some through CETA. Goodwill Industries works with some disabled.

Emma: There are also sheltered workshops.

Dean: If we have these questions, maybe there's a gap in career education; an overemphasis on the younger age groups. Maybe we need a resource describing services available from different groups/agencies, a resource guide.

Emma: Why not make this a job of the Education/Work Council?

Bea: Yesterday's visit underscores the importance of ORT efforts to set up resource centers, sponsor career days. There is a potential for volunteer groups to do things like Operation 25. It is important to give alternatives for students; ORT could be involved in this. Dean needs to package the "how-to" here, to show it to ORT groups in other places. ORT could help spread this how-to information. Presentations such as we got here should be made to ORT groups.

Dean: Officially tell this to Donna Martin at the state career education level.

Bea: Dean could come present to the career education committee of the state advisory council, of which I am a member.

John: The Board mandate and elementary activities in Chicago Heights are models for what should be done in Philadelphia. Perhaps the Urban Coalition can help to build support for your program after state funds end. The Coalition in Chicago could stimulate the business community to help spread the effort.

Jim: School districts in the area are doing things but aren't really in touch with each other. NAB could help be a linking agent. National NAB could spread efforts beyond Chicago proper to suburbs such as this.

Dick: Denver has always faced a problem in trying to sell infusion. What I learned may help overcome some of the resistance to infusion. Chicago Heights' emphasis on separate skills is also a strong point for consideration in Denver. The Education/Work Council could become more involved in things like Operation 25. NAB might also help generate support for this kind of activity. Various groups often don't interact enough or may overlap. We need an organized network of all collaborative groups to clarify roles of each, and avoid overlap or not spreading the work around enough.

Bea: Wouldn't the Career Education Council called for in the legislation help? Dade County has done this well; they've helped organize resources and spread information.

Dick: There is an immediate payoff to organizations to collaborate: visibility. But other benefits are less immediate, and this may lead some organizations to just give a PR commitment. The solution may be to sell the benefits of career education better and do more backpatting. Also, terrain problems must be addressed.

Ruth: 4-H can help kids experiment, but it doesn't do job training or find jobs. We should continue this way: opportunities to visit colleges, industries. Our expertise is more in career exploration. Our goal is to involve youth; many are uninvolved. Right now, there is too much duplication of effort. Schools have the major obligation to improve the system.

Jack: The interview process in Operation 25 is good, but some high risk students should be allowed.

Dean: The real intent of the interview is to emphasize the commitment needed, not to screen people out. The people we take are "high risk."

Karen: A majority of Federal funds should go to schools, not public service employment. Only the schools can prevent the problem.

Dean: We have very open-minded people in CETA. If things aren't getting done it's because educators aren't asking CETA for help.

Emma: I agree that a council is needed to avoid duplication. BPW could involve people in making materials for the resource center.

Dean: We've used high school vocation students to talk to incoming eighth graders about opportunities in high school. These were kid-to-kid discussions with no staff present. This also diffuses fears about high school, racial tensions, etc.

Issue: Problems/constraints in collaboration

Dean: National organizations at national/regional level make policy, but local chapters are not highly structured and can't deliver on policy. But it's at the local level that the schools must do career education. Also, staffs change at the local level periodically and this disrupts continuity in collaboration. The local educator eventually gives up trying.

Duane: I agree. We need to find a key person in the local area who will give continuity.

Lee: Primary loyalty is not to schools but to the organization they belong to. You don't need to work with the chapter president.

Bea: National/state organizations have certain functions which can't be done on the grass roots level. We should involve several people at local level as a hedge against continuity problems. Also, commitment must be ingrained throughout the chapter. We've felt the schools resist us, a feeling that the schools have their own turf. But education is the responsibility of all of us. Each organization can make a unique contribution.

John: There is not enough movement at the college level, especially in terms of teacher training.

Karen: People get overcommitted and don't do a good job at anything. You need full-time people.

Don: We need to keep local school career education leadership when dollars go away.

Lee: How do you mobilize youth collaboration? Who moves first? Who has the ultimate responsibility?

Dick: We need to clarify the real problem in career education (e.g. career choice will be increasingly constrained by the economy.) Also, increased awareness and willingness of the schools to act as initiators of forums for action is needed.

Emma: Schools must be specific about the help they need. There must be some coordination among groups to avoid overlap. Otherwise, some needs never get met.

Carl: Manpower projections are usually off the mark.

Jack: Educators must be more willing to acknowledge that problems exist.

Issue: Generalizations relating to the concept of collaboration

Dick: Collaboration must have: working together to solve commonly perceived problems through commonly conceived solutions, for specific results, can be done in an infinite set of ways. Communication is the principle element.

Bea: Collaboration is bringing together community resources to solve community problems. Drugs, dropouts, accountability are key issues, but schools can't be held totally responsible.

Don: We must use youth to teach younger youth. Youth are a collaborative resource.

Jim: Collaboration must be voluntary and equal.

John: You need a common clearinghouse of collaborative activities.

Dean: There must be formal recognition for some school person, enough time to do the job.

Emma: Deliberation and evaluation must be built into collaborative efforts or we will bog down.

Issue: Collaboration at local/state/national levels

Lee: It's critical and must be more specific at the local level. We need to look to youth to help and guide us. Operation 25 is a beautiful example of letting students define their needs.

Emma: A structure program can't be imposed anywhere.

Dean: Collaboration can be promoted by national, state, and local parts of an organization.

Lee: But organizations should have some program.

Dick: The national level can formulate questions for local chapters to ask of schools (e.g., do you provide job placement?). Answers can lead to program structure at local level.

Issue: Should there be rewards? What's in it for me?

Dean: If needed. But use any approach that works.

Bea: Each level has a function, just as in government. My exposure to a broader perspective helps me provide leadership in my own organization. The national level can't do the local level's activities.

Carl: We're talking about nontraditional ideas. They must meet the test. The role breakdown is:

national:	policy
state:	facilitators/brokers
local:	develop/deliver programs

A national mandate means little unless there is local agreement on goals.

Dean: Collaboration assumes (1) communication exists; (2) people are open-minded; (3) people realize things they have to share. Collaboration is not equal to career education, however. Career education is a process. The level of collaboration will have to be defined locally.

PARTICIPANTS' RECOMMENDATIONS

Bea: ORT's recommendation to Dean: Would like to see Wertz's program "packaged" in terms of laying out how the project was developed, describing the process.

Bea's recommendation to ORT: Wertz's program could serve as a prototype for ORT, as well as a resource providing technical assistance and information to ORT members.

Dean: I would like to provide that service but I need a larger staff to do so.

John: Urban League's recommendation to Dean: Something needs to be done to ensure the continuation of this project, such as tapping a coalition.

John's recommendation to Philadelphia Urban League: There should be a greater emphasis on the elementary level. There should be greater collaboration within the school structure to put career education "in place."

Dean: The staff will be funded after state monies dry up. This is a result of a commitment on the part of the area superintendents.

Jim: NAB's recommendation to Dean: A lot is apparently being done in the south suburbs; however, it does not appear to be well coordinated.

Jim's recommendation to NAB: NAB could serve as a "linking pin" for the efforts.

Richard: NAB's recommendation to Dean: Work to develop continued employment opportunities in the private sector. The goal would be retention (adopt a school program, where a large business works closely with the program to place all the students). Local efforts would best be utilized by a sound division of labor according to role and function of the involved organizations.

Richard's recommendation to NAB: Greater emphasis needs to be placed on employability which translated means job acquisition and retention. We need to look at our goals closely and define problems in terms of identified goals. Response without proper goal identification and problem analysis is no response. There is a payoff for the involvement of organizations in the career education movement. The immediate payoff may be principally one of good public relations. The long range payoff is a better employee; however, organizations are not oriented toward long range efforts. The question is how to respond or break this pattern.

Ruth: 4-H's recommendation to Dean: The project needs to continue and strengthen the self awareness component of the program. There appears to be too much duplication; is it necessary for every small community to have its own program? We might have to redefine community.

Ruth's recommendation to 4-H: 4-H has the tool to help young people experiment. Or, in career education terms, 4-H can facilitate career exploration and self awareness. The schools are a good system to carry forth the career education concepts. Let's build on existing systems rather than build or construct new ones.

Jack: CETA's recommendations to Dean: Operation 25 might be extended to "high risk" students. In other words, the program might take on a preventative posture by involving students who are in-school but appear to be likely to drop out.

Dean: Ten percent to fifteen percent of those involved in the program are high risk. One approach, certainly, is to develop a program that clearly states to the participants what the program demands. Knowing "up front" what the program demands helps to ensure program success.

Karen: CETA's recommendations to Dean: Encourage teachers to work on helping young people to develop pride in themselves, which will transfer to job pride/work pride.

Karen's recommendations to CETA: Most of the federal money should go to the schools to prevent problems. With a surplus of teachers, class size could be reduced to provide more individualized programs. We should emphasize the importance of individual self exploration, translating to pride in one's work.

Emma: BPW's recommendations to Dean: Should use volunteers (women's clubs) to develop classroom materials. Also BPW individuals could serve as role models for Operation 25.

Emma's recommendations to BPW: There needs to be extended options provided for women, especially the mature woman. BPW could be encouraged to donate monies to support the creation or enlargement of career education resource centers. BPW could serve as a supportive advocate for career education.

Yvonne: Red Cross' recommendations to Dean: Will be pleased to make available a list of Red Cross programs such as First Aid, etc., to all conference participants. It is important to provide young people with a sense of good parenting. Apparently, parents are an integral part of developing a support system for positive self-development. Positive self-development leads to meaningful career awareness, exploration and preparation.

Don: FFA's recommendations to Dean: There is a potential for this to serve as resources for the elementary programs. This is a good way to tap a variety of youth vocational work groups. This has positive influence in two directions: high school and elementary youth.

Don's recommendations to FFA: Continue to develop more extensive in-service programs for faculty. Youth are a tremendous potential which remains untapped. Resource centers might be established in the high schools. Agriculture ought to be added to the curriculum, 40 percent of all the jobs in the country are agriculture-related. The largest agriculturally-oriented high school is in Philadelphia.

Duane: American Legion's recommendations to Dean: The Center has not contacted the American Legion. As a broad based organization, it can provide rich resources.

Duane's recommendations for the American Legion: The American Legion must provide more resources to efforts such as Dean's. This may simply be agreeing to give time to make classroom presentations. Also, the American Legion must identify local organizer resources. The American Legion needs to publicize on a national level what career education really is and what is involved in supporting career education. The schools need more support and credit for their accomplishments. This can be given by recognizing schools (awards) for their exemplary career education programs.

Earlene: Legion Auxiliary recommendations to Dean: There is a potential for full utilization of a variety of rich resources. These kinds of meetings ought to be held on a more regular basis. There needs to be a strong emphasis placed on career education as a concept which extends beyond youth.

Appendix

AGENDA

This site used the Tentative Agenda furnished by InterAmerica Research Associates, as shown in the Executive Summary.

CHICAGO HEIGHTS, ILLINOIS

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ON·SITE MINI·CONFERENCE

LIVONIA
PUBLIC SCHOOLS

Livonia

MICHIGAN

MAY 11·12 1978

ON-SITE MINI-CONFERENCE IN COMMUNITY COLLABORATION

EXEMPLARY PROGRAM: Livonia Public School
Livonia, Michigan
David D. Amerman, Site Visit Coordinator

PROGRAM PRESENTATION

Livonia Public Schools

The Livonia Public School District has consistently provided high quality educational programs for children and adults living within its boundaries in the cities of Livonia and Westland. Rapid growth in the late 1950's and early 1960's brought many new residents to the area and the district became the third largest in the state and among the 100 largest in the nation. In the 1970's, the student population is decreasing but the programs and services offered to the community have remained at a high level, both qualitatively and quantitatively.

The kindergarten through grade 12 (K-12) program continues at the heart of the system. Children are provided the skills to enable them to function as productive citizens. Michigan Educational Assessment Program (MEAP) scores tell the story, as Livonia fourth and seventh graders have consistently achieved above State of Michigan averages in reading and mathematics. Students from Livonia Public Schools perform above national testing averages on the Comprehensive Test of Basic Skills. They have continued to do well in college aptitude testing, in contrast to the reverse trend throughout the nation. Students regularly gain recognition in competitive events, curricular and noncurricular, including but not limited to: art, music, athletics, writing, mathematics and science.

Special children have special needs, and the district has long sought to meet them in the same quality manner as the needs of regular classroom students have been met. Gifted and talented children at elementary and junior high levels have the option to attend a separate program. Students in third through sixth grades who have been identified as gifted can attend a program at Buchanan Elementary School, and new in 1977 will be a program for gifted junior high school students at Frost Junior High School.

Youngsters identified as needing special education classes have always received superb services in Livonia, which has been considered a "lighthouse" district in the state. The district developed many of its own programs well before the state mandated them, the latest of which is that for the learning disabled. Programs for the emotionally impaired, the visually impaired, the speech and language impaired are offered, as well as instruction for homebound children. Social workers and psychologists work with children and parents in a variety of situations and act as liaison to community agencies. In addition, trainable mentally impaired students attend Harrison and Stark Schools, programs conducted in cooperation with the Wayne County Intermediate School District.

Among services to support classroom instruction are the learning specialist program and the instructional materials centers. Each elementary school has a learning specialist who works with general education students in a variety of areas, with stress placed on basic skills. These specialists work closely with classroom teachers to plan supplemental instruction to children not certified as having special needs, but who might benefit from extra help occasionally. Each Livonia school has an instructional materials center (IMC) as well, which takes over and adds to the services offered by libraries. The conversion from libraries to instructional materials centers was completed in 1975, with extra space added to the facilities in addition to the expanded materials and services.

Education for secondary students in Livonia is truly impressive. The junior high schools are well equipped and offer a wide variety of opportunities to students in grades seven through nine. The four comprehensive senior high schools seek to provide programs and services to fit the needs of all. Career education, of early importance in Livonia, gives students the opportunity to explore possible careers and work in business settings so that they can make informed decisions about their future. The Livonia Career Education Center, a separate facility, will open in the fall of 1978 to provide even more services in career and vocational education to students.

Because of the number of students and the need for individualization, secondary school alternatives are available for those who prefer a different setting or learning conditions. Project EARLY (Educational Alternative Resources for Livonia Youth) is an extension of the basic exploration program in the junior high curriculum with special emphasis placed on discovery of the world of work. ALPHA (Alternative Learning Program for the High School Age) and BETA (Better Education Through Alternatives) provide high school instruction in small group settings removed from the regular high schools. By way of individual contracts, ALPHA and BETA students design their own programs of study and take responsibility for their own learning.

A program in global education is being developed this fall and will begin operation soon at Stevenson High School as a 'school within a school' alternative. It will give a small number of students the opportunity to concentrate on all academic areas integrated into a core curriculum.

The Livonia Public School District has benefitted from programs funded through the state or federal government through the years. They vary according to grant duration, so that the list will differ from year to year. In 1977-78, governmental money will give the district Project ACTION, a service learning program for high school students; the already mentioned Global Education program; the Reading Academy, which offers instruction in reading to adults, an ethnic heritage program, which will provide materials to meet the needs of students from other cultures; as well as several other possible support projects, funding for which is still uncertain.

Although the primary energies of Livonia Public Schools will always remain in the K-12 program, the district, through Community Education Services (CES), provides services to community members of all ages. Academic programs offer adult education courses for credit and courses to enable some to earn their high school diploma. More than 1,000 students are expected to enroll in a variety of adult academic programs each fall. Classes in preparation for the General Educational Development (G.E.D.) test are conducted for small groups of local employees in cooperation with business and industry. Tutors are provided free of charge to adults requiring one-to-one instruction in basic skills. Livonia offers the opportunity to take the G.E.D. test to the general public several times each month.

In addition, CES makes available a wide variety of avocational and recreational programs, featuring everything from ballet to tennis to cake decorating. Teenagers (and a few adults) learn how to drive through CES driver education classes.

Those interested in upgrading their parenting skills can do so through classes and participation by their children in pre-school programs. Ten elementary schools, with the aid of some state money, have been identified as community schools and have been for the last year striving to involve their local community as fully as possible in the operation of the school. The schools participating in the Community School Program are striving to involve local community members in cooperative efforts to improve the quality of life in their own neighborhood or municipality.

The Livonia Public School District, then, actually does offer educational and recreational opportunities to everyone. A dynamic administrative staff, skilled and caring teachers, a dedicated and hard working support staff, a concerned Board of Education, and the hundreds of parent and citizen volunteers in the schools have made this school district one of the consistently outstanding in the state. That energy and pride evidences itself in all the buildings, programs, and in the community.

Career Education Office - Collaborative Programs

Work/Education Council of Southeastern Michigan

The Council attempts to bring to bear the resources of the community on the transition problems our youth face in moving from education to work. The Council has engaged in several activities such as the employability characteristics study and the acquisition of MOIS, the Michigan Occupational Information System, for our community. The Council is composed of twenty-seven representatives of business, industry, labor, education and government.

CEBY - Collaborative Efforts Benefit Youth

Project CEBY is a federally funded program for the purpose of strengthening collaborative efforts between the local educational agency and the community. Workshops are held for teachers and counselors in Whitman, Whittier, Emerson and Ford Junior High Schools as well as Franklin High School to train them to understand and appreciate the concepts of career education, to utilize community resources, to be involved in an exchange program with their counterparts in business, industry and labor and to assist in the implementation of the Franklin Plan for Career Exploration.

Project ENTICE - Enlisting Teachers in Infusing Career Education

Project ENTICE is funded by the U.S. Office of Education. Its purpose is to train teachers to develop infusion capsules through which career education concepts will be infused within existing curricular content. It is functioning at Stevenson High School.

Project ACTION - Accessing Community Resources to Infuse Service-Learning Opportunities Now

Project ACTION is a service learning project through which teachers create service learning activities for their students enabling them to utilize skills and knowledge learned in the classroom in service to others in their community. It is anticipated that students involved in service learning projects will increase their self-esteem, their social responsibility, and ultimately their academic achievement. The Project is federally funded through the state.

Community Service

Approximately 1000 students participate with forty institutions each year in activities designed to increase the students' sensitivity to the interdependence of society, and provide service and assistance to community agencies and provide career exploration opportunities. The program was begun in 1968 and is amply supported by testimonials from participating youth and agency personnel. Credit toward graduation is awarded for each 100 hours of service. Each school has a faculty director who arranges placements and oversees them to ensure quality of experience. Students serve primarily in nursing homes, hospitals and institutions for the mentally and physically impaired; they also assist in schools, senior citizens' complexes, drug awareness houses, parks and recreation department, prison, city halls and the police station.

Career Internship Program

The High School Career Internship Program is a highly structured opportunity for very motivated and academically talented juniors and seniors to associate with executives and high level management personnel as special assistants for a full semester. The interns' training program consists of learning about the intricacies of the business of the industry to which they are assigned.

The program requires a minimum of six hours per day participation by the intern four days per week at the intern site. The morning of the fifth day is spent at the intern's home high school meeting with his/her intern advisor, speaking to classes and working on designated independent study projects. In the afternoon, interns from all participating schools will meet with the project coordinator for seminars on executive behavior and organizational analysis.

Project EARLY - Educational Alternative Resources for Livonia Youth

Project EARLY was originally funded in 1973 through LEAA to provide paid work experience for junior high school age youth. Approximately 100 students each year are served. In a unique arrangement, students are placed on jobs in the private and public sector. Emphasis is on personal counseling, job upgrading and learning employability skills. The focus is on potential law violating youth.

Project ACCENT - A Careers Curriculum Exploring Natural Talent

This project is aimed at gifted students in the formalized program for the gifted in grades three through eight. Career awareness and decision making skills which will assist them in narrowing their occupational or career choices as they proceed through the school program are taught. The project is funded with federal funds.

Livonia Office of Volunteer Energies (LOVE)

This is a city sponsored program designed to promote volunteerism. The "big idea" in the LOVE office has been that, if given the opportunity and the framework to work within the community, citizens would volunteer to help other citizens by giving their talent, time and energy.

City Intern

Students have been participating in a local Government Intern program for the past three years. Students attend school for the regular day and then after school participate as interns in various departments of city government. Seminars and credit toward graduation are also involved.

Cooperative Vocational Education

Approximately 12 percent of the 11th and 12th grade students in the Livonia School District participate in the cooperative work/study program. Students are placed in businesses and industries throughout the District Metropolitan Area. They attend school half days and work for pay half days. Students are supervised by coordinators at a ratio of fifteen students per coordinator hour. The purposes of Cooperative Vocational Education are to provide a "bridge" between school and work to enable students to learn and perfect saleable employment skills so that they can enter the world of work upon graduation and/or proceed to higher levels of education and training. Students are awarded credit toward graduation for their employment. The program has been in operation for twenty-two years and is jointly funded by local funds (83%) and state reimbursement (17%).

Vocational Intern Program

Students who have vocational goals which cannot be met through existing vocational education courses may apply for participation in the Vocational Intern Program. Some individual private businesses and industries in the area are willing to train high school students individually in an apprentice-type situation. At the conclusion of a full year's training, the student will be qualified for employment in an entry level job.

Contracted Programs

Contracted programs for vocational education are negotiated with private agencies to provide training opportunities that would otherwise be unavailable. Examples of contracted programs offered in Livonia include Cosmetology, Health Occupations and Auto Mechanics. Two cosmetology schools take a limited number of students from four high schools; a local hospital provides a variety of training opportunities in the health field; and a small number of students get auto mechanic training in a new car dealership and an auto service center.

Livonia Community Youth Employment Office

The Livonia Youth Employment Office has been functioning since 1970. Its purpose is the placement of youth, 14-20 years of age, in part-time and full-time employment. Placements exceed 1,000 youths each year. Each high school has a satellite youth employment office that works cooperatively with the Youth Employment Office.

Livonia Career Center

The Livonia Career Center will open its doors to the first group of students in September, 1978. Nineteen vocational programs will be offered in the Center that is being transformed from an open concept elementary school into a model career center with a basic open concept for instructional organization. A modest addition to the plant will house instructional programs for welding and automotive technology.

PARTICIPANT'S SELF-REPORT

Margaret L. Everson, The National Federation of Business and Professional Women's Clubs, Inc. (BPW)

Livonia's extensive career education program is an outstanding example of a collaborative effort. It should be used as a model for communities in the U.S. "This C.E. program made me realize how far behind Massachusetts is in the career education effort."

The model program shown here in Livonia exemplifies an education council working with ACTION, L.O.V.E. and other groups to open doors to careers in the area.

The initiative shown by individuals in obtaining funds and setting up programs shows that an American pioneer spirit still exists.

However, the computer information available to students did not seem to be used by many of the student body. Need more information given to students so they may make use of this service.

The local counterpart from BPW had two children in the local high school. She learned of the career education program when asked to attend this conference. More P.R. is needed.

As an individual I can see Business and Professional Women volunteering to talk in school about their careers and occupational opportunities open to youth. We could provide a referral service. Unlike many other organizations, our members work eight hours a day; therefore, we do not have time for much "service" type activities. As individuals we could through our multiple memberships in other community organizations, such as Chamber of Commerce, work closely with teachers who are members to implement their youth programs.

In the samll town of Amherst, one local school (Wildwood Grammar) has this year conducted an ongoing career education program. A film strip has been developed which shows the students various careers open to all (no stereotyping shown). Parents were given a questionnaire early in the year. From these questionnaires, thirty people were invited to school to share their careers with the youth. This community effort has opened the minds of the youth to careers which they did not know existed.

Vivian Marcuson, Women's American ORT

Words written in a short period of time really can not fully express the total impact of what we absorbed yesterday concerning career education in the Livonia School system. We learned how various programs can bring together school curriculum and the world of work today. Until yesterday, we thought that the teacher/counselor were responsible for career education infusion into already existing curriculum. Now, finally, we understand that the entire community has a stake in the implementation of career education, and as part of the community we have a role to play. I was very impressed with Patriot Inn as an example of relevant learning and on the job experience and like to see this extended to other curricula.

The bottom line is that without community based collaboration, there will be no career education in a school system. Our experience yesterday showed us that all of the programs, from ACTION to ENTICE to VIP (like A-Z), depended on many community sectors collaborating simultaneously.

Our limited experience in career education before yesterday has been that even when career education has been mandated in a school system, implementation rarely occurs, because the community expects the teacher/counselor to be responsible and takes no responsibility itself.

Women's American ORT relates to the entire concept of career education and local community programs. "To Help Man to Help Himself" has been the motto of the ORT program for almost 100 years since ORT's beginning in Russia when ORT schools trained Jews whose land had been confiscated by the government, forcing them to move to the cities. They learned how to be tailors, merchants and other tradesmen useful at that time. Over the years, ORT schools grew out of the specific need of a specific time and place. After the liberation of the death camps in 1945, ORT schools were started in the so-called "DP camps" and the same people who were worked to death were worked to life.

In 1978, we have 76,500 students learning 90 trades in 800 training units, with one unit, the Bramson ORT Training Center, in N.Y.C. The 135,000 volunteer women who are members of Women's American ORT have chapters of organization in every major American city where there is a Jewish population of 1,000 or more. In Michigan, for example, there are 4,000 ORT members in 28 chapters. Of this number, we have about 50 women who want to become involved in a career education program in our communities in Oakland and Wayne Counties. Organizationally, we have an "American Affairs" chairman who would be willing to lead and take responsibility.

At the present time in Michigan, Women's American ORT is not involved in collaboration but would like to be in the Southeast Michigan area. In other areas of the United States, Women's American ORT: (a) gives scholarships and recognition to students in the United States who excel in vocational and career education programs in their own communities; (b) sponsors panel and community programs bringing together I/I/L, educators, legislators and parents to discuss current needs; to discuss current needs; (c) develops and implements actual programs to career education in cities like Atlanta; and (d) sits on local community advisory boards.

Support and advocacy of career education in the United States has been a relatively new thrust of Women's American ORT, so that some areas are more active than others in local support.

Ron Walker, Boy Scouts of America

Lavonia Public Schools career education program is a well administered, competently operated program with a diverse group of components.

The diversity of the components obviously requires substantial coordination of services. A mutually cooperative attitude was evidenced by each program director. Evidently, fiscal and territorial imperative anxieties have been minimized with these people.

A desirable extension of this attitude would be to involve even more "community based" organizations. Credits of collaboration as integral parts of the career education process for more organizations are a great potential for additional revenue.

Many community based orgainzations have an extensive "power base" in a given community. The concept of utilization of the community power base as defined by several organizations can be highly beneficial to all parties. The individual volunteer understands that he is involved in a given instance because of a cooperative effort of a number of the organizations he considers to be worthy of his time.

The exploring program in the Livonia area is highly dependent on the public schools for its effectiveness, i.e., the career interest survey component can vary the overall participation by as much as 50 percent. The Detroit Area Council currently has a full-time person assigned to exploring in the Livonia area (money derived from the surrounding geographic area, i.e., United Way, individual contributions, corporate and foundation contributions).

The exploring program can be a very real means of extension of career education in Livonia. Collaboration must imply a mutual appreciation of organizational structure, potential and limitations, i.e. exploring and LPS; career education program.

This understanding requires substantial time and effort on the part of both parties.

I am impressed by the program of collaboration by the career education component of LPS.

Notable exceptions are "community based" organizations with LARGE amounts of volunteer involvement and primarily funded by United Way and individual contributions. This component has potential for revenue for both parties.

Alan A. Kahler, Future Farmers of America (FFA)

Outlined below are my impressions concerning what I observed, believe that I detected, and know as a result of my experiences yesterday.

The Livonia school district has a number of programs underway that involve community resources in the implementation of these programs.

A two-way communications system between community leaders, industry representatives and school representatives is apparent and active, thus contributing effectively to a high degree of collaboration between both groups.

Program initiators and directors were excited about their work and it is speculated that this enthusiasm is what is making these programs fly.

I have some real concerns about the language commitment of the school administration and others to continue these efforts both in spirit and, more importantly, with budget.

A good effort is being made to infuse career education into the daily instructional activities of each of the subject matter disciplines.

It was difficult to discern how project personnel interpreted and distinguished career education from vocational education. Conceptually, they seem to know the difference, but in practice the distinguishing characteristics are not evident.

In the infusion program, much emphasis is being placed on work and occupations. It was difficult to discern what emphasis was being placed on self-concept development.

The infusion program appeared more as a series of activities (good activities). I would suggest that the infusion of this concept be directed more toward curriculum development processes well known, and followed by educational planners.

I am concerned about the continuation of this effort. Such efforts are long and tedious involving years of continuous persistent effort on the part of all school personnel. I did not detect definite commitment to continue these efforts in the years ahead.

The Action program was very exciting and innovative. To me, it provided the best evidence of collaboration between the community and the school.

Every teacher in the Livonia School should adopt an Action program as part of his/her instructional program.

I am concerned, however, about some of the ramifications of this program and its impact, through the school, on other students.

This program in reality is a form of cooperative education. Why isn't it recognized as a part of the co-op program?

These projects establish very clearly that involving community resources and representatives in educating young people will work and is highly effective.

Community representatives are ready, willing and eager to assist the school in making the education of youth more relevant and realistic.

Projects are good stimulators for educational change. However, they should be used to stimulate also sound educational planning that will infuse these concepts into the school curriculum (including community) in a lasting manner.

Administrators should be developing school policies that will enhance the involvement of community resources in school activities based on the outcomes of these projects.

Youth organizations should be established that are associated with disciplines and particularly the vocational services and use them to reach out to the community and involve community resources.

Emphasis should be placed on what is good for students, not programs. We must sell these programs on this basis (a good PR program).

We must coordinate community efforts in career education, but they must be done through the school if it is to remain an educational function.

The FFA is an integral part of the vocational agriculture program, which in turn is part of the local school curriculum. The FFA, at the local level, develops an annual program of work which it follows through the year. Several areas of this program deal with community services and activities. It can best assist local career education program activities by planning and initiating program activities that are commensurate with career education objectives.

Examples of community based career education efforts:

- Students working with retired senior citizens;
- Involvement of senior citizens in school activities; and
- Project agriculture in local schools.

Mary Miller, Junior Achievement (JA)

There is now a fuller understanding of the Work/Education Council and how our organization can work more effectively with WEC to develop a quality PB program and enhance career education in Livonia. MOIS could very well be emphasized as an integral part of PB program. I would like copies of Employability Characteristics Survey results.

We have the resources to pull together local business leaders and educators which is what some of these other programs are striving for (and our funding is not likely to be cut off).

We are already relating to the programs with PB. I think that this relationship can be strengthened with the support of MOIS and other resources that are available.

I am concerned that all of these programs may (a) be duplicating efforts and, (b) lose funding too easily. Is there a comprehensive career education plan? Industry will get involved in career education efforts if they are aware of a specific need and are given a specific request. Livonia area business people are VERY civic minded, and I think PB can effectively provide a good collaborative career education program without using federal monies.

Project Business brings together teachers and business people on a one-to-one basis. Not only do the students benefit from contact with a business-person, but the teachers and consultants learn also about what the "other side" is really like.

Lester Schick, 4-H

There were two directions in which my expertise and knowledge was increased at this mini-conference: (1) the general concept and philosophy of community based career education; (2) specific techniques and implementation procedures for community based career education.

I am impressed with the commitment of the Livonia career education program to involve community groups, businesses and individuals in meaningful roles as educators of youth. In listening to the presentors describe their programs, and their beliefs about community involvement, I gained insight into community career education philosophy especially with regard to the need for involvement and input by community members into the design and implementation of the career education program. I was especially excited by the involvement of the work/education council in this career education program.

During the "round table" discussions in the afternoon, I had the opportunity to learn about some of the specific details of the various components of the career education program.

The most important learning component for me at this mini-conference was the information sharing between the various community and agency representatives. It was quite exciting to see the willingness and interest in sharing program information and agency resources. I will be in contact with the representatives of groups from this area, and want to work collaboratively with these agencies.

The Michigan 4-H Youth Program has traditionally and historically been a leader in community based career education. Local volunteer leaders who have expertise in one or more subject areas work with 4-H members in helping them build skills in areas ranging from small engine repair, photography, rocketry and communications. 4-H clubs are active and involved in community based learning experiences including community service projects, visits to work sites, recruitment of subject matter experts to teach 4-H'ers new skills and demonstration of the 4-H'ers new skills to other groups.

Underlying all of the 4-H "learning by doing" activities is the fundamental 4-H educational goal of leadership and citizenship training.

I believe that the 4-H resources and educational philosophy can and should be joined with the local school districts to expand and broaden the opportunities for youth. Conferences such as this can serve to facilitate a marriage between community based organizations such as 4-H and school systems.

Some examples of collaborative efforts involving 4-H and other agencies in Wayne County:

- Project YOU (Youth Opportunities Unlimited); an LEAA funded program serving 16 down river cities. Six community centers will be established by 4-H staff. The centers will be provided by existing community agencies. Staff will be part-time workers and will be recruited from among school teachers and police officers. An additonal 20 teens will be employed and trained to serve as organizers of new 4-H clubs. The 4-H project activities will focus on skills that will lead to employment. (Funding anticipated to begin July 1, 1978).
- Project REAL (Relevant Experiences and Learning) is a jointly funded project of the intermediate school district, 4-H and private business. Thirty low income youth will receive training in construction of adoptive equipment for physically handicapped youth. Training will be provided by school based teachers and volunteer carpenters. Easter Seals will identify handicapped youth in need of these services, and 4-H will provide the structure to involve both the workers and handicappers in career education experiences; (Funding to begin July 1, 1978).
- Employability Skills Training Program is funded by the Michigan Department of Social Services. Youth are paid to participate in a wide variety of learning experiences that are provided through cooperative arrangements with local community groups and educational agencies. In addition, the youth serve as 4-H club leaders and assist in the organization of new 4-H clubs; (Funded November, 1978).
- 4-H Supplemental Classroom Experiences: School teachers are invited to volunteer to serve as 4-H leaders, and use specially developed 4-H materials in their classrooms. Assistance is provided in involving parents in leading after school activities which expand on the in-class 4-H experience. Teachers benefit by gaining access to educational materials developed by MSU, and youth and parents have an opportunity to apply their classroom learning to community based experiences.

Jonathan E. Stein, Rotary International

Exposed to many varieties of collaboration; somewhat modified confidence in Charlie Bradshaw's program as the only solution, though I still feel it should serve as the core of any program. I also recoil somewhat from the diffuseness of these programs, at least a summary booklet for parents and students of Livonia on the whole range of programs would help visitors comprehend the programs for communities across the United States to consider such programs; the need for an organized summary of possibilities is great. As has been said, these community groups want to be told what to do without the freedom to tailor and adapt. If the career education departments of local schools are to be the central clearinghouses for such programs, they should have available explanations of the scope, variety and inter-relationships of extant and potential programs. We want to, and can fit in, but we all want to know how, where and in what relation to the whole.

As the public relations effort gains currency (that is, the effort to convince the public of the general need for such programs if it ever does gain currency) it should be far easier to get volunteers; those willing to help in their way in a general effort as opposed to those willing to help as individuals from individual motivation, commitment and potential gratification. A general education of the public is essential not only to help elicit participants from the community, but to help derive one of the most important results of this movement: the positive integration of the B/L/I community with educators and students; the cultural healing attendant.

I certainly feel the CEB of program structure could be modified to (in the primary years) implement the Bradshaw program. Its goals are less specific, but more important, to imbue youth with a sense of purpose, self-respect and option. It appears Livonia is composed already of largely motivated, higher socioeconomic strata, but there still would be a percent which is not motivated by S.H.S.

Someone must coordinate these programs. Obviously, this role falls on the local career education people. Could they, as suggested by the Office of Education, through state directors call together all the local community organizations people into an afternoon seminar all across the community on the same afternoon to broach the subject, assess the limits of the organizations, willingness to cooperate, and present the philosophy of the movement and the potential there? A sort of pan-community national career leadership conference.

With NPR and press coverage at a model session, could this be the kick off "event" for the last phase of the "program development" phase of this effort? And a preview of the publicity for the "final" implementation phase, if there is to be such a thing?

Ruth A. Baker, National Urban Coalition

I learned in Livonia that there appears to be a multiplicity of programs designed to improve a student's opportunity to make varied choices in careers, while further educating administrators, teachers and others. There is a consensus of opinion that this fits the direction of the community (educators, students, some industry, etc.) in which the schools exist. However, while this working relationship exists toward a unified objective, I became disappointed to find that the same goal of unification did not (or perhaps can not because of its very nature) exist in other parts of Michigan, specifically, the urban core. This is disturbing in light of the fact that the need would appear to exist at an even higher ratio. Financial and other resources could be stymied if the judgment of excellent existing programs is based solely on what appears to be "collaboration".

Livonia is a suburban setting, where it appears that the very choice of not living in the urban area formed in itself a consensus. Consequently, all of the programs which were enumerated could readily be seen as having success potential. My tour into the urban area of Michigan convinced me that the enthusiasm and capability of the leadership, educators and others equaled that of those I met and listened to in Livonia. However, the obvious "grouping" of programs under one umbrella did not, and to repeat myself, probably will not exist there.

In many ways, my organization presently does relate to the Livonia career education program due to its size, the community setting and the nature of the total community populace. There would seem, however, to be one notable difference, that being the willingness of the Livonia leadership to be "visible" in what it is doing; communicating to a broader constituency what it is doing.

The Urban Coalition in Wilmington in many ways is asked, by that community which feels alienated, to attempt to pull the pieces together and clarify them for a coordinated sense of direction. The Coalition is doing that through its ability to communicate with the larger community in language that they understand.

As previously stated, most of the programs Livonia has, Delaware and Wilmington have also. However, they are not packaged with the same clarity under an aura of a single umbrella. The names are different but the program designs are the same, such as the work/education council, Wilmington; the Governor's Commission on Youth, Project Accent in Wilmington; TAME, Career Apprenticeship Program, Community Service in Wilmington; University of Delaware sponsored student intern program.

Programs which are not apparent are the MOIS system which I found most exciting and which could have enormous potential implications for joint success. A question which comes to mind from the Livonia experience is: does collaboration extend beyond area boundaries?

The implications for community based collaboration in career education are many; they include the following:

- Collaboration accrues to all involved in financial, emotional and community stability;
- Collaboration efforts beginning for students at an early age would ease many problems and have positive impacts on student growth patterns;
- Collaboration from community to community, from state to state, could bring clarification to the federal government on resources, needs, etc. bringing about a higher degree of sensible judgment regarding fiscal capabilities and expenditures; and
- Collaboration has the ability to impact on the health of individuals because clarity of direction relieves stress.

James C. Edwards, 4-H

As the programs of the organizations represented were described, I was impressed by the number of organizations that are involved in career education. I would like to learn more about the work occupational program for urban areas, new Detroit and MOIS. Having material on all these organizations, I plan to analyze the material and correspond with persons in charge. The most exciting phase of the visitations was using the computer to explore the MOIS system. This system is fascinating and has great potential.

In Livonia, there is strong support by the total community for career education efforts. Collaboration works; career education can be accomplished through collaboration among agencies. There is excellent support by the Livonia community for career education efforts.

The 4-H program in Virginia could easily adopt any of the programs described here, with little effort. The only stumbling block would be obtaining funding. Personally, I was impressed with the MOIS system and would love to adopt this for the 4-H program in Virginia. Also, I was impressed by the Entice program and would like to see collaboration with the school system and see each unit's 4-H program adopt the concept of career education.

I did not observe or hear any program that was presented that I would consider a poor collaborative effort. In Virginia, we have not done much in the area; therefore, I cannot draw any conclusions.

Ronald D. Cody, Junior Achievement (JA)

Any broad based community education efforts ideally should or MUST be developed within or hinged to the school system; access to students, identifying logical participation among student body, etc.

The school system must seek out and make outside resources and organizations as an integral part of the program, if not the *prime participants* in a community education program. Strong sense of self-pride perhaps that may discourage their turning over a particular program to an outside organization that may be capable of running with it.

The Livonia system has done basically a good job in this regard, but during the afternoon sessions the first day I detected two points that surprised me:

(1) The directors of the programs I investigated still evidenced some feeling of isolationism; the feeling that this was the "school system's program".

(2) They are not concerned with "numbers of participants" to the extent that some organizations outside the school systems (dealing with youth) are and must be (e.g., cost per student). Also, there was no confidence that funds would continue to be available. My probing further in that area caused me to sense a fatalistic or pessimistic attitude toward funding, but again a self-pride that prevented them from seeking more stable funding from organizations outside the school system.

In one sense, I would regard the Livonia Community education program as a model of what can be done. This is an outstanding program.

I believe the walls must come down to an even greater extent; the school system should do even more to seek out and commission resources in the "private section" to take on and operate programs. But school systems must be willing to compromise somewhat on program content, or must refrain from dictating changes in already existing programs outside of the school system. Livonia gets many requests from citizens for participation in their programs by students *outside* of their operating boundaries, as well as inquiries from other districts; but it must refrain from involving students from other districts and does not have the time to help develop similar programs for others. This indicates the need for a coordinative effort at state or regional levels.

In terms of JA, one of the local Livonia educators referred to this organization as one of the original and "oldest" career education programs in the country! A closer relationship to *encourage* student involvement by the school people would evidence their recognition of a well established program.

I see an opportunity for JA to participate and possibly coordinate those programs in Livonia that rely on business participation. JA relies *totally* on the school system for access to students for membership purposes. Given JA's tremendous resources, any JA operation would be *flattered*, and in a sense obligated, to an approach from the school to develop and operate a needed program.

The Director of Career Internship Program expressed desire to talk with JA, relative to involving students in his program in a JA experience.

Barry Hintz, Junior Achievement (JA)

Livonia's program is highly developed because:

- Kids are their primary concern;
- Business and industry are interested and will get involved in specific tasks for a specific time period;
- MOIS is a super tool for all Michigan citizens; and
- Livonia has a very professional and open group of people coordinating career education programs.

Livonia's program could be in trouble because:

- Federal funds are going to dry up, and
- Declining enrollment must be used as a strategic selling point for career education type program.

The Work/Education Council is a successful program because John Graves makes it work. A professional of his caliber is necessary for its survival.

If declining enrollment continues, wholesale movement of kids from the classroom to the community is going to meet tremendous resistance from the teacher's union.

In some cases the Livonia groups have too much staff.

Junior Achievement sponsors "Project Business" and Livonia kids are involved in this program. JA could and should, and will be represented on many of the councils and boards. JA also provides an excellent delivery system for these reasons:

- It uses business volunteers;
- It has private funds;
- It's programs are highly structured; and
- It has definite evaluative measures and we have been doing career education for 59 years.

Junior Achievement has been involved in collaborative efforts as evidenced by:

- A career education planning district council;
- The police department interface with the schools is excellent;
- The open-minded attitude of the educators is heartening; and
- The four wall concept of education is being broken down.

John Graves, Work/Education Council of Southeastern Michigan

Yesterday just reinforced my belief that there are a great many people dedicated to the concepts of career education. People who have programs and who represent organizations that have been involved in helping young people bridged that gap between school and the world of work before we as educators realized there was a gap.

Since many of these organizations have established programs, built incredibility with the community and in some cases political support, it is to the advantage of the local educators to join forces through collaboration. Collaboration implies sharing, not only the rewards of good programs for the problems of working together to develop new ideas and the responsibility of carrying them out. This implies breaking down the barriers of turf; getting everyone to see that we share common concerns about our youth and to serve this concern we are going to have to share our resources, resources that are represented in labor, business, education and government.

Since collaboration is what we believe to be the way to impact the problems faced by our youth, we, the Work/Education Council of Southeastern Michigan, will take advantage of the new contacts this conference has helped us establish. We are very pleased that the Office of Career Education of HEW has picked the area of collaboration as the topic for this year's mini-conferences. Collaboration is the theme that W/E councils are built on and we believe it to be the answer to the problems facing education, the communities and the student.

Note of evaluation: One of the most rewarding conferences for our purposes that I have attended. A great deal of thanks to all concerned.

Don Lindemier, Labor Unions

There seemed to be a real interest and concern for labor's point of view on most subjects. Labor people cannot wait for acceptance, they must be more than a little pushy if necessary. We must take leadership positions on issues affecting career education. The broad spectrum of labor must be considered. AFL-CIO, building trades, UAW and Teamsters local labor people must become more interested in career education. National labor people should put more emphasis on career education. Most programs at Livonia could be adapted to or fitted into some labor group. Cooperation and sharing seem to be the bywords.

Simply, if labor does not get involved it has no one to blame but itself, provided the leadership becomes knowledgeable. Ordinarily, labor people surface as leaders in the community given the knowledge and time. If labor is not involved, the common jealousies surface and progress can be endangered because lack of understanding breeds mistrust. Understanding is needed by all segments of the community if career education is to flourish. Organized effort has proven itself. Labor must overcome the old paranoia that educators and business don't want them involved, if in fact their involvement is desirable. Labor has been made to feel welcome and has involved itself not enough at this point, but one must walk before one can run.

Examples of collaboration in Livonia are:

- "Right to Read";
- Internships - Early and Accent;
- Love;
- MOIS;
- Action;
- ENTICE;
- Project Labor; and
- Employability and Characteristics Study Commission.

MINI-CONFERENCE DISCUSSION

Jon: There are many ways to attack the problems. Rotarians are chosen by career group classifications. That's how membership is filled, also. This offers a great resource bank for schools. Rotarians need to know about career education, but Rotary avoids policy statements dictated to local levels.

The Corpus Christi program has been in operation for four to five years. Organized and administered by Rotary, this program asks people to indicate what their job means other than salary. The replies are organized by career clusters and every teacher gets a copy of the book that results. Teachers then can call on these people as resource speakers. Each student gets about four exposures per year, and each resource is used about four times per year. This program, carried out on a K-12 basis, stimulates work values, work and life style relations, improves community relations (student to adult), and motivates students to learn. Resource person who organized this program: Charles Bradshow
3221 Ocean Drive
Corpus Christi, TX 78404

Ron W: Livonia has done a good job of minimizing territoriality. More community organizations can be brought in because it would be a revenue source for them. Involving more organizations strengthens the power base. People belong to several organizations and if all are collaborating, it's easier to entice new organizations into the program.

The Exploring Program depends upon the public schools. We have a person working with corporations who can help the schools. We need to understand each other's structure and limitations. Mutual presentations to corporations (e.g., by a person who belongs to several organizations) can help to increase the chances of getting financial support from the corporations.

Bob: We went to the Chamber of Commerce to set up our resrouce base, sent letters to people, and followed up with individual interviews with those who agreed to help. We now use a file system because a book becomes obsolete too quickly.

Ron W: The use of parent occupations on the Livonia career survey is something Scouts should do.

Bob: An important item of information is future plans (college, world of work, etc.). This information permits better program planning. It helped us plan our new Career Center.

Margery: ORT does surveys too. One question we found helpful was, "Have your parents had to have any career changes, and why?"

Barry: Two problems come to mind: (1) this program could be in trouble because so many federally funded programs are not continually funded. Financial stability must be a major concern. How do you plan for this? (2) Declining enrollment is a problem. Do collaborative efforts have an adverse affect on teachers who fear that students being out of school could cost jobs for teachers? This could be a common problem in other places.

Bill: Can Junior Achievement help with the first problem above?

Barry: As Ron W. said, community organizations are a power base. We do rely on business contributions and they're hard to get. We have to operate on low budgets.

Teachers learn as much or more than students in Project Business. The JA approach of setting up corporations may help because JA offers its own facilities that can be used by schools, or we may rent from schools (especially schools that are closing; there's a nice trade-off there).

Dave: Job security is not a problem as we have a coordinator to help with each of 30 students in out-of-school programs. Our aim is to build efforts into local practice from the start. The district plan is to pick up costs of federal program as they end. We also help counsel/retrain teachers who are being laid off, but many teachers don't ask for help because they don't think it will happen to them.

Margery: Unemployed teachers could help run collaborative programs if the money is available to pay them.

Bob: CEBY used money to change attitudes. Thus, teachers will do career education without needing money in the future.

Ron C: There is still a need to motivate people to lower the barriers between collaborating groups. I saw some concern about the loss of funds and asked "why can't you go to the business community for help?" It seemed to be self-pride that prevents this. JA is totally reliant upon the school system for access to students. Often, the school person doesn't need to ask business for help. Maybe the school can ask JA to find help for needed programs. Schools should find the person who can ask for help best; it may not be the school person.

Alan: Two things impressed me: (1) the enthusiasm of the staff; and (2) the programs are student centered. FFA exists within the school system. Are there vocational student organizations in Livonia? VICA, DECA, as well as FFA could be of tremendous help. Leadership development comes through these clubs, too, and that's really important. Kiwanis is another group that could contribute much. In our Kiwanis Club in Ames, we raise $3,000 to $5,000 annually for career education mini-grants to teachers.

I hope the projects in Livonia are being integrated into the curriculum objectives of the system. That's very important to do.

Internship and co-op programs seem very similar. Why are they separate? There is already so much of a distinction between fast and slow learners. Doesn't this make it worse?

John: They are under the same guidance/umbrella. They're just different categories of experiential learning. There is no intent to separate fast and slow learners. I don't think that is happening.

Jon: Is there follow up after graduation? Do programs raise job expectations about what is realistic in the job market? How many sign up to be two motor operators? Do we help students be content with what could happen? Do we lower expectations by channeling?

Dave: Career exploration aims at broadening options and exploring choices, not picking a job.

Alan: Then how are surveys used if not to help students choose a career?

Dave: Surveys of the ninth graders are designed to create interest and thought. The survey for tenth graders is used to gather information, determine needs for speakers and to help in guidance to see whether what kids want to be is related to job openings. We do job placement. Ninety-eight percent of those who asked were placed in a job they wished to have.

Arlie: Office occupations are highest in percent of placements, retail occupations are second, trade/industrial are third. We do an annual follow up.

Henry: We have the nucleus of a corporation here. Collaboration has reached the point where it could be a corporation or trust fund.

Margery: The Patriot Inn was very impressive. (The consumer foods course operates a restaurant in the school.) ACTION was also an excellent program because it related to the curriculum. Why couldn't the horticulture program be extended to caring for school grounds? Similarly, for electronics program and others. I know there are union problems, but if you can solve them for the Patriot Inn, why not in other areas? In the ORT school in New York, students do everything to maintain the school: decor, maintenance, construction, etc.

What can ORT do? I'd like to convene representatives of local organizations in Syracuse, share notes of these site visits, and see what can be done in that city. Other ORT groups could do this, also.

It is critical to use volunteers to bring people together. Too often, business just wants to give money and let schools do the work.

Ruth: I'm not sure I've seen actual collaboration. I view it differently. Educators do seem to know what they want. But I tend to think of collaboration outside area boundaries. I don't see the feeding across community boundaries that is needed. What we have here is in a single community. Livonia needs to reach out to other communities; otherwise, there is a limitation of ideas. Young people will go into a broader world; their career education program needs to address this.

Wilmington may have more collaboration because educators, B/L/I and service groups feed each other. The Urban Coalition runs a tutorial program involving the state education agency, local education agencies, and across the boundaries of business and community organizations.

More needs to be done at the pre-school level because this is the formative stage of development. We need special programs designed for this level.

I'm also concerned about the tendency of programs to fade out that are federally funded. Business has a vested interest and should be tapped much more.

Vivian: The Livonia program is in the process of extending into Southeastern Michigan.

John: The Council is working with Highland Park-Hamtramack. We're trying to bridge the gap.

Ruth: It's people exchange, not just concept exchange that I'm talking about. People need to reach out to people.

John: Turfdom is a problem though.

Margaret: The National Federation of Business and Professional Women's

limited to one person from each career as many other organizations are, such as Rotary and Quota. Through our Foundation, scholarships are available to all mature (over 25) working women in the United States and Latin America. Research fellowships are granted to either men or women. Management seminars are given throughout the United States and are open to men and women. Loan funds are available to women in accredited business schools and schools of engineering. On the local level, clubs' members consult with high school students about careers.

I will propose a resolution to our state convention that BPW endorse career education and engage in efforts to: (1) make educators aware of our programs; and (2) increase our own career emphasis. BPW members would serve on career education councils, and students could work in our various members' offices. This is done in Massachusetts. We have also engaged in efforts to reduce sex stereotyping in career choice.

Bill: Could you serve to monitor sex stereotyping in schools?

Margaret: Yes, but schools have not been receptive. Schools feel that if they open their doors to one organization then they must open them to all. Our legislative program has for many years contained a policy on stereotyping jobs.

Jim: I concur with what Ruth has said. Nationally, we have more than 8 million students involved. 4-H has been doing career education since its beginning in the sense that students can formulate their projects. 4-H has gotten, nationally, some money to prepare materials to tell students more about careers. Groups represented here could be presented to 4-H members. This should be done. There is competition among these organizations. Meetings like this one help to decrease this competition.

Mary: Project Business is an excellent example of collaboration for eighth and ninth grade students. The sharing between the business person and the class, on an extended basis, is the strongest aspect of the program (see brochures).

Art Cheney, Police Officer: I took on the job of setting up a Law Enforcement Explorer Post. This was initiated because kids are influenced by TV (e.g., Adam-12). We felt that we needed to show them there were other jobs within this general career area and to point out the strong/weak points of various jobs. We trained them in a variety of skills. Many dropped out when they saw it wasn't for them. Students were involved in a variety of activities to help in the community.

Henry: Collaboration is too good to restrict to juveniles. It could be expanded into probation work. It could improve the situation in businesses by reducing attrition and having people choose their work more carefully. We shouldn't compete for funding. Why not have an entity (corporation) to encourage collaboration? Collaboration is no good without fund sharing. This should be done on the local level with exchanges or program ideas across area.

John: We need to share/combine resources. Boy Scouts, Jacees, BPW, Scouts, ORT, 4-H have agreed to come into the Council to share resources and work to help each other.

Lester: Often the professional educators feel they know enough and don't need community groups. Livonia is different. Most of organizational and administrative work is done by paid school staff. Volunteers as "program leaders" should be encouraged more. 4-H grows this way and it's important. Volunteers as administrators should be investigated.

Don: Cooperation in Livonia is the byword. But some things need to be said. I'm not sure organized labor has done enough in career education. We've focused on college for a long time but have never distinguished between career education and vocational education. We need to do so much for our membership that we often don't have the time to contribute to the community. We aren't experts and often, when we find them, we don't know where to go. We need to get rid of the paranoia of "big business is out to do us in." It's hard to cooperate in career education when an adversary environment exists.

Dr. Garver: Organized labor has been one of the strongest supporters in career education.

Vivian: Perhaps we can pick up some of the leadership role that Lester spoke of. We have a program in Atlanta; a talent pool of people to speak in elementary schools. We might work with that here.

Ruth: We need to recognize individuals as persons. We need to include parents as totally necessary in our efforts. In too many districts we have teacher and student manuals but no parent manual. Parent frustrations with their own work often rub off on their children. Schools can't do everything, but we need to show them where they can help their children and themselves. We need more emphasis on parents' strivings and desires for themselves and their children.

Jim: 4-H gives leaders manuals for leaders, who are usually parents.

Ruth: Too often parents don't see the whole picture of what happens when their children are in school.

Dave: We're talking more than cooperation and participation; we're talking about owning problems.

Mary: If you don't want to see "assistance," what do you want?

Dave: We need to define problems/solutions on an equal basis.

Alan: But boards have a role. Is this realistic?

Dave: Business/industry around the country criticizes the "product" of schools, but they should be a part of the solution. Many businesses are afraid of liability; that's one example.

John: Most of our jobs aren't desirable (in my particular business). We get back to the problem of raised expectations again. Should we get someone happy to be in a lousy job.

Dave: We need to broaden our perspective to help people make the rest of their lives pleasant, if their job isn't.

Lester: Leisure, family, community member roles also call for work skills. We also need to focus on these. We can't just deal with vocations. Vocational education is not the same as career education. Students should see how working in a scrapyard affects the rest of your life and that there are other things.

John: Maybe we've been over-emphasizing vocational education as a part of career education.

Jim: Maybe job rotation, as in an assembly line, is an alternative.

Cheryl: Career doesn't necessarily mean our paid job. It's the whole way we spend our life. My career isn't just my paid job.

Ron W: An objective of scouts is character building. That's something worth a lot on the job.

Art: I'm more than a police officer. We take kids to learn and do other things than police work.

Ruth: And education doesn't just happen in a school setting.

Alan: We also have to teach basic skills, and that does involve the school setting. We have to see career education as providing basics. I'm not ready to turn over basics to the general public. We can't have everyone a partner in teaching some things.

Arlie: The Chamber says schools should have "product liability." The analogy breaks down because business only accepts raw materials of the proper type. We don't have the choice to reject what we get, so we must collaborate.

Don: It seems like we're trying to beat the system. We all need to try to improve our own perceptions and we can only do this if we sit down together.

Bill: The organizations attending the mini-conferences also feel the need to have themselves seen in the proper light and to be understood. Collectively, we can create accurate perceptions.

Lester: Schools do have a primary 3 R's mission, but community involvement can provide motivation to learn. Our rabbit project motivates students to learn about biology, genetics, marketing and other things. And they do better in those subjects in school because of it.

Dave: We worried about skill levels when our interns went out, bet we found they get a chance to polish their reading, writing and communicating skills.

(Ernie introduced three interns: Amy Vincent, business management internship: "I learned I don't want to be a mall manager;" Peggy Walrod, business administration internship: "I learned I want to go in the medical field because I have the stomach for it;" and Eleanor Zamm, an intern at Sears.)

Ruth: Should more schools do this for larger numbers of students?

Amy: Yes, this is a way of teaching yourself. It's better than always having the same thing.

Ruth: At what age is someone prepared to handle this? Are there lower levels where students should start.

Amy: We have intern shadows from junior high, so we're researching that now.

Jim: Do you present to younger students?

Peggy: We haven't yet but I might talk to a junior high class.

The moderator requested "one word" responses from the participants relative to the free association on the nature of collaboration. The following are the responses:

- partnership
- trust
- mutual benefit
- ownership
- giving
- resources exchange
- sharing
- cooperation
- love
- centralizing
- better to give than receive
- interpersonal relations

- success
- integration
- efficiency
- synergizing
- locating at people not agency needs

The following words and phrases were given in free association to the term identity constraints:

- self-interest
- lack of communication
- lack of orientation
- ignorance
- inertia
- bias/prejudice
- teacher resistance
- logistics of making it happen
- always worrying about money
- wanting full credit
- resistance to change in attitudes
- lack of public relations
- language barriers (deciphering what someone means)
- lack of knowledge of educators about this program (teachers, principals, parents)
- unwillingness to take a risk

PARTICIPANTS' RECOMMENDATIONS

Recommendations to Livonia

Marge: The school has to be more a part of the community. The school has to reflect the work of the students in it, reflect the enthusiasm of youth. They must be turned loose to work in their schools.

Ron: If you need revenue, use joint proposals with community organizations.

Alan: Integrate your efforts into the objectives of the school or a change in teachers/administrators will wipe it out.

John: Get the leaders of all collaborating groups together at once, as Marge suggested.

Ruth: Listen to the students. Give the ideas of parents and students credibility and incorporate them in changing your programs.

Margaret: How many students are involved? Is it just a small proportion? MOIS at Franklin involved 21 students in 10 days, but there are 1,500 in the schools.

Jim: Spread it in Linvonia and elsewhere.

Recommendations to Community Organizations

John: Try to set up a council or other group of organizations that don't have turf, for the purpose of sharing problems/resources. Many are willing to cooperate (which can mean giving each other help but keeping their own turf) while they are unwilling to share. We can't divide students into segments. A second recommendation is to stay with it, despite the frustrations and failures.

Arlie: Organizations must overcome any timidity. If you have talent to contribute, don't hesitate to speak first. Don't wait for schools to ask. Give them a kick if it's needed.

Dave: If community organizations want to help, we need to ask their specific ideas and not settle for general requests for help. They should beat down the school walls if necessary.

Ruth: If high visibility of programs is desirable in order to show collaboration, each community needs to establish an umbrella group to bring together and make known to the community existing and available programs. Likewise, for those communities which have active industry/corporation participation, there appears to be a need for a willingness of these participants to become more visible.

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For those communities in which there is little or no collaboration, due to lack of interest or knowledge, there needs to be a national "recognizable" effort showing the benefits to everyone that collaboration brings about.

Margaret: As an individual I would recommend that BPW endorse the career education concept and embark on a statewide campaign to make its youth program known to career education practioners and implement existing career education programs.

Lester: Provide opportunities for volunteer adults to have significant decision making and program implementation responsibilities. View community members as having not only educational resources that can be tapped, but also having management and supervisory skills that should be utilized. Don't count only on professional, paid staff to run the programs.

Appendix

LIVONIA PUBLIC SCHOOLS
May 11 and 12, 1978

AGENDA FOR TWO-DAY SITE VISIT

First Day - Morning

		Person(s) Responsible
8:45	Registration - Coffee	Brady Fletcher, I/AR
a.	Visiting Team (OCE mini-conference participants)	
b.	Counterparts (community/business/labor organizations)	
c.	NMI Council Persons and/or Career Education Council Persons	
d.	Exemplary Site Director	
e.	Other Guests	
I.	General Overview and Orientation	
A.	Welcome	Bill Mermis, I/AR
B.	Introduction of local personnel	Exemplary Site Director
C.	Introduction of state career education visitors (or those from your system)	Exemplary Site Director
D.	Introduction of NMI Council and/or Career Education Council persons	Exemplary Site Director
E.	Introduction of visiting team	Bill Mermis, I/AR
F.	Other introductions	
II.	Presentation from Exemplary Site Staff (Show and Tell)	Exemplary Site Director
	Work/Education Council of Southeastern Michigan	Norman Horowitz
	MOIS - Michigan Occupational Information System	John Graves
	CEBY - Collaborative Efforts Benefit Youth	Robert Zang
	ENTICE - ENlisting Teachers in Infusing Career Education	Dennis Laurain
	ACTION - Accessing Community Resources To Infuse Service-Learning Opportunities Now	Cheryl Willett

First Day, cont.

Community Service Programs

Career Internship Program EARLY - Educational Alternative Resources for Livonia Youth ACCENT - A Careers Curriculum Exploring Natural Talent	Ernie Minghine
L.O.V.E. - Livonia Office of Volunteer Energies City Intern Program	Denise Shinn
Cooperative Vocational Education VIP - Vocational Intern Program Contracted Vocational Programs Livonia Community Youth Employment Office Livonia Career Center	Arlie Fairman

11:45 Adjourn for Lunch

12:15 Lunch - Franklin High School Patriot Inn

First Day - Afternoon

Concurrent Mini-Sessions - Franklin High School Library

1:15 - 1:45
1:45 - 2:15
2:15 - 2:45

Each of the areas highlighted in the morning "show and tell" will be expanded upon in a 25-30 minute mini-session for greater depth and to provide an opportunity for questions. Areas will be designated in the library for each topic, and there will be an opportunity to participate in three different sessions prior to the MOIS demonstration.

3:00 - 3:30 MOIS Demonstration - Computerized (Michigan Occupational Information System)

3:30 - 5:00 Optional site visitations

First Day - Evening

5:00 - 6:30 Reception/Cash Bar for Exemplary Site Director, Visiting Team Members, Local Counterparts (at hotel) — Brady Fletcher, I/AR

Second Day - Morning

9:00	Bill Mermis/Visiting Team - Cassette Tape/Recorder	Bill Mermis, I/AR
	Meeting with exemplary site director for feedback regarding local counterpart visitations on collaboration	
	Part I - What Did I Learn?	
	Part II - Implication for the Concept of Collaboration	
12:00	Group Lunch at Hotel for Exemplary Site Director, Visiting Team Members, Local Counterparts	Brady Fletcher, I/AR

Second Day - Afternoon

1:45	Bill Mermis/Visiting Team Members/ Counterparts/Exemplary Site Director	
I.	Collaboration: Past/Present/Future	Bill Mermis, I/AR
	A. Local level	
	B. State level	
	C. National level	
II.	Where To From Here?	Bill Mermis, I/AR
	A. Specific local examples	
	B. Identify any generalization of collaboration	
III.	Summary and Conclusions	Bill Mermis, I/AR
4:00	Adjournment	

LIVONIA, MICHIGAN

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Edward Vincent
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Philip Wheeler
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Amy Vincent
Franklin High School
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J. Kenneth Bourgon
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Vivian Marcuson
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Henry Channen
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Frank Hand
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Michael Thiry
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Jeffrey Johnson
Human Resources Planner

Peggy Walrod
Bentley High School
(Career Intern)

On-site Counterparts and Guests (continued)

Arlie Fairman
Livonia Public Schools

Cheryl Willett
Livonia Public Schools

Dennis C. Laurain
Stevenson High School

John Graves
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Rosalie Melman
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Ernie Minghine
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Robert Zang
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Denise Shinn
LOVE Office

Eleanor Zamm
Bentley High School
(Career Intern)

Kay Diggs
Livonia Public Schools

ON·SITE
MINI·CONFERENCE

CENTER FOR
CAREER DEVELOPMENT
MESA PUBLIC SCHOOLS

Mesa

MAY 15·16 1978

ON-SITE MINI-CONFERENCE IN COMMUNITY COLLABORATIONS

EXEMPLARY PROGRAM: Center for Career Development - Mesa Public Schools
Mesa, Arizona
Carolyn D. Raymond, Site Visit Coordinator

PROGRAM PRESENTATION

We Have A Great City

Mesa is a residential community located 16 miles east of Phoenix, which is Arizona's capital city. Widely known as a tourist mecca, Mesa lies in the heart of Arizona's famed Valley of the Sun. The climate is dry and temperate, with more than 200 cloudless days a year and an average rainfall of approximately 8.06 inches. Average minimum and maximum temperatures range from 51.6 degrees to 84.6 respectively.

Located in the state's third largest city, the Mesa School District serves a population of more than 150,000. Despite its rapid growth, Mesa has retained its traditional, casual style of western hospitality. Manufacturing, tourism and year-round agricultural enterprises are among the city's major sources of income.

We Have A Growing District

This is one of two largest school districts in the U.S. that is still growing. While other parts of the nation are feeling the effects of declining enrollment, Mesa and its school district are right in the middle of a population explosion. Nearly 31,000 students were enrolled in Mesa Schools during the 1977-78 school year, an increase of more than 5,000 over the 1972-73 school year. By the 1982-83 school year, it is expected that an additional 8,000 to 14,000 students could be attending Mesa Schools.

The Mesa Schools are organized under a 7-3-3 plan, offering a total of 43 elementary, junior high and high schools as well as special schools. The 200 square mile district has nearly 1,800 classrooms located on 976 acres of land.

The construction of new schools has kept pace with Mesa's burgeoning population. Between the school years of 1967-68 and 1977-78, 19 new schools were built, and more are going up each year. On the average, one elementary school is built every year, a junior high is built every other year and a new senior high is built every four years. In this district, the largest ethnic group is white with the largest minorities being Hispanic and Native American.

We Have Top Notch Teachers

At the heart of any school system is the teacher, and in Mesa we have some of the best. We choose our teachers with care and are proud of our well trained, highly motivated team of teaching professionals.

Recognizing the need for a balance of backgrounds and approaches, Mesa teachers do not fall into any one category. Districtwide, 60 percent of our teachers are female and 40 percent are male. Of the new teachers hired, a balance is maintained between those from Arizona universities and those who have received their training out of state. The district also endeavors to maintain a balance between new and experienced teachers among individual school staffs.

We think enough of teachers to give them a voice in our district's operations. Through the Mesa Education Association, our teachers have provided input on policies, procedures and curricular matters in addition to salary and related benefits.

We Have A Supportive Community

The citizens of Mesa think education is important. They have shown their support in a number of ways. This community support has been responsible for the ground swell that initiated career education in Mesa early in 1968. Between 1968 and 1977, voters in the Mesa School District approved $92 million in school bonds including a $38 million bond issue in 1977; the largest bond election is expected to meet the district's needs for the next four to five years. It will be used to build five elementary schools, two junior highs and one high school, making Mesa a 52 school district. The money also will go to purchase sites for future elementary schools and to provide remodeling and additions to several schools and other district buildings.

Mesa citizens also have been generous with their time. Parent-teacher organizations provide welcome support at Mesa's elementary schools. Dozens of citizens sit on both short and long term school district advisory committees on a variety of areas. Hundreds of community members, including many senior citizens, aid Mesa teachers through the district's volunteer program.

We Have Super Students

Our students are a continual source of pride. They have netted top awards in everything from sports and scholastics to music and art. The 1,800 member graduating class of 1977 alone received nearly $1-million total worth in scholarships. This included five military academy appointments and eight national Merit Scholarship finalists. Mesa's Westwood High School, for the third year in a row, was awarded the H.A. Hendrickson Trophy in 1978. This award is given annually by the Arizona Interscholastic Association to the most outstanding high school in the state.

Career Education in the Mesa Program

Career education is a vehicle for assisting in basic skill development because it provides: (a) a why of learning; (b) the student is a worker; (c) variety in the teaching/learning process. Also, career education fosters good work habits, clearer understandings concerning the world of work (what is work?; how work contributes to society; how we need each other) and appreciation for coping skill development (decision making skills, the importance of developing work values and the extent of educational opportunities relative to economic conditions).

Career education is suffering from a proliferation of definitions. This condition has resulted in confusion and is detrimental to the development of a national career education effort. Some of the problems are:

- An emphasis on the paid work or occupational information versus a focus on life career;
- An emphasis on occupational information versus a focus on the person or individual;
- An emphasis on fitting into labor/manpower needs versus individual choice or decision making; and
- Adjusting to the status quo versus individual or separate directions.

Center For Career Development -- Project Profile

The Center for Career Development serves the large and primarily urban Mesa Unified School District. The project has several major components, the first of which is training. The career education approach to teaching students requires some new knowledges, attitudes, and skills on the part of all instructional and supportive personnel. The staff development component orients participants to the meaning and mission of career education, focuses on the nature of career development in youth, emphasizes the relationship of school and community in career education efforts, and is designed to prepare staff members and community persons to utilize or participate in specific career education instructional strategies.

The Community Resource Service, a second basic component, provides for observation tours, career speakers, tell-a-lectures, vehicle days, and video-taped interviews that are custom tailored to meet the requirements of a particular class. The CRS also arranges all career observation/exploration experiences for students. These community experiences serve to enrich the basic instructional program and demonstrate that what is being learned in the classroom does have practical application outside the walls of the school building.

The planning component involves all aspects of the program. One of its major tasks is the continual refinement of the definition of career education as well as its scope and sequence. An accountability model which has been designed and is now being refined and tested, needs assessment data which are being put to use in the program, and task force specification of student experiences by grade levels are examples of ongoing aspects of the planning component.

The basic function of the career guidance and placement component is to provide the leadership necessary to help school counselors evaluate guidance activities, to integrate these activities into new programs, and to build counselor competencies geared to more intensive involvement with all students in career development. The placement component within the guidance program is concerned with the transition of each student from school to society. A direct placement service is provided to assist those students needing help in identifying, selecting, and adjusting to career choices.

Another component is that of curriculum. The major efforts of the curriculum component have been directed toward the selection, development, implementation and refinement of curriculum materials. The curriculum component has numerous commercial units, kits, and films in addition to those developed with project monies. Staff assigned to the curriculum component assist teachers and counselors in utilizing these materials through various promotional efforts and demonstrations. Current program efforts include career liaisons, mini-proposals, parent shadow programs, an indepth career exploration program, and many others.

The major objective of the evaluation component is assistance in assessing the extent to which a set of program activities delivers the objectives of a given program. Community surveys, teacher structured interviews, resource usage data, individual service, and product evaluation are all parts of this component.

The following is a summary of community on-site programs:

- VOCATIONAL EDUCATION PROGRAMS
  - ACE - Agricultural Cooperative Education offers training in landscaping, nurseries, greenhouses, golf courses, forestry, etc.
  - Career Lab offers training to the actual or potential dropout student who has no definite occupational goal.
  - Cooperative Office Education offers training in the office area for seniors.
  - Distributive Education involves students who are interested in business. Aside from work and school, students also join DECA (Distributive Education Clubs of America).
  - Home Economics Related Occupations enable seniors to gain experience in child care, care of the elderly, home furnishings, etc.

- Industrial Cooperative Education trains students in various trade, industrial, and medical occupations. Each student becomes a member of VICA (Vocational Industrial Clubs of America).

- Industrial Occupations, a three-year program, enables students with special needs to enter the world of work while still in high school.

- On-the-Job Training trains Mesa Central High School students with academic learning problems in unskilled or semi-skilled occupations.

- Work Adjustments trains Parkway School students with academic learning problems in unskilled or semi-skilled occupations.

- CAREER EDUCATION PROGRAMS

  - Career Exploration Program (CEP) is a 64-hour indepth observation program. The student chooses an occupation to observe, completes a booklet of assignments, and earns one-fourth credit. There are eight options under CEP in which the student may enroll.

  - Career Field Trips enable students to see real world examples of the concepts being taught in the classroom.

  - Community Career Advisors for Students enables a student to question community people who are in occupations in which that student is interested.

  - Group Career Observation Program gives small groups of students an opportunity to study work settings indepth and practice interviewing techniques.

  - Parent/Adult Shadowing enables a sixth grade student to observe a parent or another adult at work for a few hours.

  - Walking Observation Tours permit several small groups of students to visit several places of business simultaneously. Students take turns observing the types of work at each work site.

- CAREER EDUCATION FOR TEACHERS
  - Field Technical Advisors for Teachers helps teachers answer students' questions. When questions concerning an occupation arise in school, teachers may seek assistance from members of the community who work in that occupation or business.
  - Independent Career Education Program for Educators is a three-week, 90-hour course of study in June designed to help educators extend their awareness of the wide range of careers in the world of work.
- WORK SITE PROGRAMS INDEPENDENT OF VOCATIONAL AND CAREER EDUCATION
  - Independent Study Program, directed by Eleanor TeSalle, permits a Mountain View High School gifted student to earn credit for work done in an area in which that student is interested.
  - Participation in Community (PIC) is directed by Neal Merrill of Westwood, Jeanie Marson of Mountain View, and Larry Packard of Mesa High. PIC permits students to obtain professional and public service work experience in the community for which students earn one credit per semester and are not paid.

PARTICIPANT'S SELF-REPORT

Dorothy J. Boam, American Legion/Legion Auxiliary

Tell-a-lecture: This is a great asset to the career education program. Even those who do not have many contacts could use this source.

Advisory Council: It takes a number of community business people to structure the Advisory Council. This is great, but what about small communities?

Community Resource: The community resource service is fantastic and could be handled easily by an organization interested in career education (American Legion).

Improvement: Even though Mesa has good coverage and a complete set of aids and resources; from what I understood from the statements of the two "Marks," there are not enough kids familiar with the great potential offered them by this program. And certainly, not enough are using it. Could it be possible for a teacher's aide to be trained to present this to the student and contact the youth needing this program, perhaps with the help of the counselor?

Age Importance: Teaching about work from kindergarten through sixth or seventh grade is a necessary item. The shadow program and its trips are great in this area; but by eighth grade at least, the young person has to start considering work as his means for livelihood. Here is where I feel that the career education program is going to really benefit the student who is potentially a "dropout" and needs encouragement to really try and plan for a future of work.

Collaboration: I feel the organizations in community service or special programs could do wonders in this area. I know the American Legion and Auxiliary could; we cover all fields of work and professions, and have a tremendous value in the community resource centers as speakers.

I feel here, as in Portland, there is a great need to involve organizations in their Advisory Councils and working areas. They could help to further this program tremendously.

Jack P. Morris, Chamber of Commerce

The thorough briefing and site visit convinced me that there are various and numerous operational and implementation techniques which may be used for career education by any community.

After being exposed in the national mini-conference to the successful programs in Hartford, Atlanta and Dallas, I notice very little relationship between them and the Mesa program. All, however, seem to accomplish successfully the basic objectives of career education.

The one common denominator seems to be that a successful program requires broad support from community organizations.

Discussions with the Mesa staff personnel indicate that a strong, long term organized effort has met with some satisfying success and that the dedication of the Advisory Committee is absolutely essential. Teacher and administrator conditioning is also a prime requisite for effective implementation. My personal opinion is that there are not, in any community, a really high percentage of school staff members who work toward career education with the degree of success we would hope to achieve.

Some specific techniques, such as the tell-a-lecture and classroom correlation discussions (i.e., work and study), show methods which may be used after basic organizational groundwork has been accomplished (we are not yet at this point).

It is very evident and basic that broad community based collaboration is essential to a successful program. This was stated in Part 1.

A Chamber of Commerce which represents the principle aspect of the business and industrial part of the community is a major source for resource input into a career education program. Because chamber usually represents broader membership than any other organization, they have the capability to act as an umbrella organization for formation and operation of career education programs.

Our local community (El Paso) has no examples of career education collaboration. The Shrevesport Chamber has only a High School Business Symposium designed to teach students about the free enterprise system. However, participating business people are encouraged to talk about their own business; how they got into the business; what kind of education, if required; and other related matters.

Dorothy Ford, The National Federation of Business and Professional Women's Clubs, Inc., (BPW)

I learned interesting and different ways that community members are being used.

The Mesa District School Staff realized the importance of using outside community resource personnel.

Mesa district personnel are to be complimented because they analyzed the community resources, and found ways of motivating the companies to participate in their programs. This has taken creativity and innovation on the part of the district personnel.

Exposure on the job assists the child in making a career choice; and career knowledge should be given at an earlier age.

It is important to encourage the organizations within the community to participate; this includes both myself and other women. Students need role models of successful individuals as well as I do.

BPW women can be used as success role models.

Tours could be taken to companies in which women work. Students could work or observe in the offices of women members.

It is important that we sell this program to our National Program Committee and that it be recommended to our clubs as part of the national program.

Mary Ellen Swanton, The National Federation of Business and Professional Women's Clubs, Inc., (BPW)

Career education is not made available at a low enough grade level, at least not with respect to the opportunity to become part of the actual working world.

Career education could become another "tracking" component of education unless work-for-pay is offered to career education participants as early as it is offered to vocational education students.

Community organizations can become role models. BPW can offer "NIKE" clubs to students at grade nine [illegible] can integrate students into total world activities i.e., work, leisure and continuing lifetime education.

BPW in Hawaii has three NIKE clubs in high schools offering leadership training, role models and a conduit to entry level employment.

Tom Brown/Eldon Moore, 4-H

As we looked at all of the facets of the program involving the school district, teaching staff, principals and advisory council (representing industry, agencies, parents), it was truly a joint collaborative effort and it really does work. The advisory council aspect was very appealing in that it involves people from all walks of life; but to have the council work effectively involves picking the right persons to represent the organizations involved. These people spend a considerable amount of time making the program work.

We feel that the key person in the whole program is the teacher and that the teacher's attitude toward career education is extremely important. She/he should be aware of how her/his subject relates to careers; and the teacher's training is crucial to having career education done correctly.. Effective methods of teaching career education are essential; what appeals to one student will not appeal to another. The variety of methods used in the exemplary project was impressive (e.g., tours, career centers, visual aids, career projects,--both paid and volunteer--, awarding of credit, work experiences and shadowing program). Parent involvement is a real asset to the program. Programs should give encouragement and support but should not try to mold the parents' desires upon their children.

The 4-H program relates to the local career education program throughout all aspects of the program, e.g., printed educational project material; activities such as public speaking, judging, decision making skills, demonstrations, camping, tours and talent programs; volunteers who come from all walks of life; linking with the university; involving university research, and the participation of industry.

4-H is based on the motto: "learn by doing." Volunteers are from all walks of life. Leadership should be exposed to all aspects of career education. The use of community people for tours can be effective. Also working with churches and other youth groups, industry sponsorship, National 4-H Club Congress (where youth are recognized for outstanding achievement) and citizenship type activities (local, county, state, and nationwide).

Glen Rask, Future Farmers of America (FFA)

I was most impressed by the organization, utilization and results of the community advisory committee. The community support and involvement from all aspects is outstanding.

The advisory committee, if functioning, can serve as the basis for community involvement in all aspects of the program.

The relationship between FFA and local career education programs can be through occupational preparation in the field of agriculture, through resource people for curriculum consultants or classroom experiences. All vocational student organizations represent a powerful resource available to the entire system.

Local examples of CBO collaborative activity are: modified IPAR model for coordination of community resources (computerized), chamber, RSVP, cooperative functioning in coordination with one another, and career fairs.

MINI-CONFERENCE DISCUSSION

During the discussion, the participants addressed the following issues:

- What I/we learned yesterday.
- What implication does it have for community based collaboration in career education?
- How might your organization best relate to the local career education programs?
- Identify and briefly describe any local example of CBO collaborative activity.

Molly: There is a need for scouting to establish clearer goals with respect to career education. High school girls need to sample careers and mature women need to develop job seeking skills.

Mary Ellen: The most pertinent aspect of the visit was the reluctance of young students to identify club or organization participation, or simply their lack of participation.

Eldon/Tom: Career education works; however, it requires extensive community involvement. The Advisory Council is important. 4-H is indirectly related to career education by emphasizing decision making, self-sufficiency and responsibility. Volunteers have assisted in providing a good adult-to-youth ratio in the 4-H organization and programs. Career education can be fostered through tours and other activities. 4-H has a wide range involvement from the community which means that young people have an opportunity to be exposed to a variety of role models. These role models are from all walks of life.

Pat: The Chamber of Commerce has a strong community leadership position in Louisiana. Up to this time, the Chamber in Louisiana has not had an interface with the schools, but there is a great potential for the local Chamber to serve as facilitator.

Jack: There are implications for career education in the programs of Dallas (motivated by court order), Atlanta, Hartford and Mesa. I am struck by the notion that all these programs are unique. In setting up a program, an eclectic approach is needed; we must "steal" from each other. There were two things that the young people did not say but seemed evident in their remarks: (1) they have confidence in their teachers; and (2) there is a strong need for job security.

Ann: Our membership involved women who hold usual jobs in unusual settings. I see this as providing a wider range of opportunities for young women.

Mary Ellen: In the BPW Foundation's program, there is a distribution of $250,000 per year on the following basis. Applicants must:

- register for the work world in two years;
- become involved in programs leading to a degree;
- have need; and
- have already selected a career.

The Foundation encourages the involvement of women in nontraditional programs.

Dorothy: Only two out of twenty-six are on the advisory committee and I would like to see that number increased. On the other hand, the onus of responsibility must rest with women to encourage greater involvement. Exploratory programs could be supported by BPW efforts.

Larry: The original NAB focus was on locating jobs for disadvantaged adults. Now, NAB has added a youth program with emphasis on the disadvantaged youth. There is value for career education at all SES levels (Mesa representing a higher SES level than what NAB typically deals with). Educators and NAB need to work closer together; the problem is that educators might feel NAB lacks authenticity. NAB has just begun to scratch the surface with meeting the needs of disadvantaged youth.

Jim: Coordination could result in getting individuals with similar concerns together and developing common programs. The bottom line is employment. This is not a monolithic effort.

Glenn: Occupational preparation and providing resources to the schools are the two aspects most important to the contributions of FFA.

Dorothy: Advisory Councils in small communities may be difficult to develop because of the lack of resources. The K-12 programs in career awareness are important; however, more emphasis beyond the 8th grade should focus on future career development (possibly exploration). Students reflected the fact that more students need to be exposed to career education programs. Each local Legion and Auxiliary should be encouraged to offer a career education award to a local teacher.

Lois: The average age at Mesa Community College is 29. This means that students are not typical. MCC has a reentry program for women and seems to be increasing rapidly in enrollment and popularity.

Issue: Problems/constraints to the implementation of community based collaboration

Eldon: Time seems to be a major factor.

Mary Ellen: Getting the schools to allow CBOs to be involved in career education.

Molly: Adjustment of school schedules; flexibility.

Dorothy: The size of the community affects community participation. This may be too much pressure on the teacher.

Molly: Transportation and overlaying of jurisdictions (territorial boundaries); identifying resources; lack of personnel.

Ann: Change in philosophy by educators. University communities need to take on pre-service responsibilities.

Larry: It is difficult to convince the business community to be involved on a large scale, e.g., Los Angeles has 20 percent involvement. We need to discover variety and schools need to be more efficient.

Glenn: There must be coordination of community resources to provide educators with a clear identification of resources.

Eldon: A serious problem is apathy of the parent.

Molly: Turnover of staff presents a problem. Continuity of programs rests with the paid staff and when the staff leaves a void is created. This is especially true for volunteer programs that depend on paid staff for coordination.

Mary Ellen: Sometimes it is difficult to wade through the bureaucratic process.

Glenn: Most teachers have never held a job in business and industry.

Carolyn: Young people ought to leave school with several career options. Limitations without forced career choice seems to be the critical issue. One mistake the Career Project made in Mesa was the conducting of a survey of community resources too early. This produced high expectations on the part of the community; do not recruit community involvement until you are ready to use these resources. Sex stereotype changes in reference to nontraditional employment is something which should be approached with caution. CBOs will develop curriculum that is eligible or relevant to classroom usage, and I have great concern that these materials are developed independent of the school's involvement or input. There are not sufficient sites in the local area to handle the placement of all interested students. Consequently, the schools have intentionally stopped expanding the program. I hope participants of this conference will support legislative reform to allow students to work in private and public settings (e.g., child labor) to replace current full-time employees.

Jim: DOL has felt for quite a while that labor could provide disadvantaged youth with training better than any other resource provider. One thing that bothers labor trainers is that the school system has failed to provide the skills that young people need to enter the labor market. Career education may not represent the only answer; however, the Mesa project has brought together those people who can make decisions, and career education is providing linkages. I lack a precise understanding of the YETP program requirements; schools are not mandated to participate.

The moderator requested "one-word" responses from the participants relative to the concept of collaboration:

- communication
- time assignment
- innovation
- egalitarian
- in unity there is strength
- togetherness
- sharing (mutual)
- consideration
- patience
- mandated programs will not work

The moderator then addressed the issue relative to what about collaboration is different than business-as-usual. The participants' responses appear below:

- commitment
- negotiation
- compromise
- common motivation
- coalition
- value scale/ideology
- problem solving
- task oriented
- administrative leadership
- talking about something other than individuals
- pursuing concerns independently
- training, with common ground focus
- initial low profile, slow development
- sharing of power
- unity
- roll with the punches
- can-do attitude
- what's in it for me
- dedication of key mover
- open/frank interface
- present/future solutions
- sample of varied interests

PARTICIPANTS' RECOMMENDATIONS

The following are recommendations submitted by the participants:

- The key to collaboration is that no one needs the credit. Credit should spread to the resource providers. Ownership must be expanded and nurtured.
- Paraprofessionals or aides could be used to assist in the development of career education programs and materials.
- The use of liaison individuals between the broader community and the schools is viewed as one way to maintain continuity for career education after the career education staff is gone.
- If you have an advisory staff, use them. The advisory staff only suggests or recommends.
- The greater use of video/picture media for the elementary programs.
- Use of the tell-a-lecture involving a "visitor" when the MESA career education project makes a presentation to local organizations the visitor represents.
- Career exploration activities must begin prior to the junior and senior year in high school.
- Peer counseling might be very helpful.
- Follow up surveys should be conducted to determine the relationship between the current job and the school preparation.
- The Church of Latter Day Saints has passed a resolution recognizing the need for the career development of women; this is a major step.
- Career education is a process of learning to live, living to learn.
- To foster the connection among clusters of related occupations.
- The development of comprehensive videotape library materials focusing on careers would be extremely useful. These materials could be produced by high school students, which is an added career education feature.
- CBOs could sponsor lay leadership discussion groups that might focus on family concerns.

- Intensive collaboration may not yet be practical because the organization's efforts may be running parallel and each has a well-oiled delivery system. Organizations may collaborate only when money and volunteers cross over. If the efforts run nonparallel, then there is no need to collaborate because efforts and concerns are counterproductive.

- Understanding each other puts to use the likelihood of launching threats against each other.

- You cannot grow faster than you can be funded.

Appendix

AGENDA FOR 2-DAY CAREER EDUCATION SITE VISIT IN MESA, ARIZONA

May 15-16, 1978

HOLIDAY INN
915 East Apache
Tempe, Arizona

- - - - - - - - - - - - - - - - - - - FIRST DAY - - - - - - - - - - - - - - - - - - -

MORNING

	Person(s) Responsible
Registration - Beverage	Brady Fletcher, Inter America Research
a. Visiting Team (Office of Career Education mini-conference participants)	
b. Counterparts (community/business/labor organizations)	
c. Mesa Career Education-Business-Industry Advisory Council and National Manpower Committee Persons	
d. Exemplary Site Director and Staff	
e. Other Guests	
I. General Overview and Orientation	
A. Welcome	Bill Mermis, Inter America Research George Smith, Superintendent Mesa Public Schools
B. Introduction of local personnel	Carolyn D. Raymond, Director Mesa Center for Career Development (CCD)

C.	Introduction of state and other career education visitors	Jacob Garcia, Center for Career Development, Career Education Specialist
D.	Introduction of National Manpower Institute Committee and Mesa Career Education-Business-Industry Advisory Council	Bob Stewart, President Mesa Career Education-Business-Industry Advisory Council Chuck Ramsey, Director Project Transition (NMI Project)
E.	Introduction of visiting team	Bill Mermis, Inter America Research

II. Presentation of Mesa's Center for Career Development

Topic	Presenter
History and Definition of Career Education	Carolyn Raymond
History of the Advisory Council	Bob Stewart, President Mesa Career Education-Business-Industry Advisory Council
Community Resource Service	Maxine Johnson, Community Resource Service Coordinator Tom Felici, Operations Manager Motorola Dean Dunlap, General Training Manager, Empire Machinery
Community and Parent Involvement/Promotion	Sherry Jandreau, Staff Development Specialist John Mahoney, Personal Services Manager, Valley National Bank Robert Kinkade, Industrial Relations Manager, Spreckles

Long Range Planning (Accountability, Needs Assessment and Project Transition)	Ronda Moffit, Career Education Consultant Bill Raymond, Director Planning and Special Projects Jacob Garcia, Career Education Specialist Chuck Ramsey
Training	Hope Mitchell, Staff Development Consultant Carolyn Raymond Bob Stewart John Mahoney Robert Kinkade
Curriculum/Program Development	Jacob Garcia Byron McKinnon, Director Career Guidance Bob Stewart
Career Guidance/Placement	Byron McKinnon
Promotion	Carolyn Raymond Bob Stewart Barbara White, Public Relation Representative

	Person(s) Responsible
Adjourn for Lunch	
Visiting Team/Counterpart/Advisory Council Arrange for lunch together	
(Everyone else plans lunch for himself/ herself.)	

AFTERNOON

Board Bus	
I. Career Tour of Career Education in Action	Maxine Johnson Bob Stewart

II.	The visiting team members each with the local counterparts and Advisory Council hosts identify and link with local Career Education Center to discuss the local system and local collaboration.	Visiting Team Members Local Counterparts Advisory Council Hosts
III.	Visiting team member will keep notes of his/her collaboration for feedback on the second day.	Visiting Team Member

EVENING

Reception/Cash Bar for Exemplary Site Director, Visiting Team Members, Local Counterparts/Advisory Council Hosts (at hotel)	Brady Fletcher

- - - - - - - - - - - - - - - -SECOND DAY- - - - - - - - - - - - - - - - - -

MORNING

	Person(s) Responsible
Bill Mermis/Visiting Team - Cassette Tape/Recorder	Bill Mermis
Meeting with exemplary site director/ Advisory Council President for feedback regarding local counterpart visitations on collaboration Part I - What Did I Learn? Part II - Implication for the Concept of Collaboration	
Group Lunch at Hotel for Exemplary Site Director, Visiting Team Members, Local Counterparts, Advisory Council Hosts, Staff Members and Other Guests	Brady Fletcher

AFTERNOON

Bill Mermis/Visiting Team Members/Counterparts/Exemplary Site Director/Advisory Council/Staff/Guests

I.	Collaboration: Past/Present/Future	Bill Mermis
	A. Local level	Jan Beauchamp Board of Directors, ABIEC
	B. State Level	Paul Bennewitz, Deputy Associate Superintendent
	C. National Level	
II.	Where To From Here?	Bill Mermis
	A. Specific local examples	
	B. Identify any generalization of collaboration	
III.	Summary and Conclusions	Bill Mermis
IV.	Adjournment	

MESA, ARIZONA

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Site Visit Coordinator

Carolyn D. Raymond
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Center for Career Development
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On-site Counterparts and Guests

Molly Davidson
Girl Scouts of the USA

John Keeler
Junior Achievement

Eldon Moore
4-H

Richard Lorig
CETA

Thelma Bilsky
Women's American ORT

Barbara White
Center for Career Development

Robert Kinkade
Spreckles Sugar

Byron McKinnon
Mesa Public Schools

Jim Kerr
National Alliance of Business

Helen Glenn
American Legion/Legion Auxiliary

James deVoss
CETA

Anna M. Gentsch
Business & Professional Women

Gordon Hall
Future Farmers of America

Terri Wilhite
Center for Career Development

Cindy Schafer
Center for Career Development

Robert Stewart
Arizona Business-Industry-Education Council

On-site Counterparts and Guests (continued)

Maxine Johnson
Center for Career Development

Chuck Ramsey
Project Transition

Jacob Garcia
Center for Career Develpment

Dean Dunlap
Empire Machine Company

Ronda Moffit
Center for Career Development

Jan Beauchamp
Board of Directors ABIEC

John Komar
Arizona Department of Education

Bonnie Halfpenny
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Samaritan Health Services

Al France
Mesa Public Schools

Sherry Jandreau
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John Mahoney
Valley National Bank

Hope Mitchell
Center for Career Development

Joe Scherer
U.S. Office of Education

Jean Wiehe
Mesa Public Schools

Kim Gosney
Center for Career Development

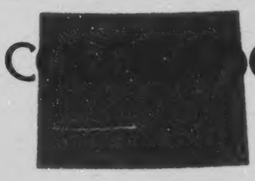
Lois M. Christensen
Career Program Advisor

ON·SITE MINI·CONFERENCE

C.E.C.

CAREER EDUCATION CENTER
DENVER PUBLIC SCHOOLS

Denver



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MAY 18·19 1978

ON-SITE MINI-CONFERENCE IN COMMUNITY COLLABORATION

EXEMPLARY PROGRAM: Career Education Center - Denver Public Schools
Denver, Colorado
Irv Moskowitz, Site Visit Coordinator

PROGRAM PRESENTATION

The Denver Public Schools

Our Goal

The goal of the Denver Public Schools is to provide every pupil with the best possible education, to recognize and provide for their individual needs and to encourage each of them to develop their abilities to the highest degree. This includes teaching the fundamental skills in language, math, science, social studies and health. There is emphasize placed on self-discipline, integrity, self-respect, citizenship and understanding others.

When you move to Denver, you are welcome to call the School Administration Building, 900 Grant Street, 837-1000 for any additional information.

Our School District

Denver is unique in Colorado in that the city, county and school district have the same geographical boundaries. The Denver Public Schools District encompasses 116.4 miles, and was established in 1902 when school districts in the state were reorganized.

Our Administration

A seven member Board of Education, which receives no pay and is fiscally independent, governs the District. Board members are elected at large every two years on a two-two-three sequence to serve six year terms. The Board conducts a hearing for staff reports on the second Thursday of each month at 4 p.m. A public hearing follows on the same night at 8 p.m. The business meeting is on the third Thursday at 5 p.m. The Board meets at the School Administration Building, 900 Grant Street, and the meetings are open to the public.

The administration is directed by the Superintendent of Schools whose staff includes the Deputy Superintendent, directing the Division of General Administration; an Associate Superintendent, for the Division of Education;

and three Assistant Superintendents for Elementary Education, Secondary Education and Employee Services.

Our Size

Number of Employees: The Denver Public Schools has nearly 4,900 certificated employees and about 1,900 full-time classified personnel.

Number of Pupils: The enrollment in the Denver Public Schools is approximately 70,000. Nearly 3,000 are enrolled in special programs such as Special Education, Metropolitan Youth Education Centers, Career Education Center, Early Childhood Education and nonhigh school graduates under the age of 21 at Emily Griffith Opportunity School.

Class Size: Due to school system policies, birth rates and population patterns, Denver's School District has been able to decrease class size and is committed to continue decreasing class size.

Pupil/Teacher Ratios: Denver Public Schools maintains one of the most favorable pupil/teacher ratios in the state on a districtwide average. This ratio is supplemented by speech correctionists and teachers assigned under federally funded programs, where the ratio is improved.

Number of Schools: There are 93 elementary schools, 18 junior high schools, and 9 senior high schools in the Denver School System.

Our Facilities

In addition to the 120 schools, special facilities include: Boettcher School for the Handicapped; two Diagnostic Teaching Centers; a Cultural Arts Center; the Emily Griffith Opportunity School; the Career Education Center; three Metropolitan Youth Education Centers; the Balarat Outdoor Education Center; an Aircraft Training Center; DRMA-TV Channel 6; eight Junior High School Extension Centers; and other maintenance and support facilities.

Career Education Center

What is a "career"? It can be just about everything we do in our lifetime: the way we earn our living; the things we do when our day's work is done; what we do purely for pleasure; and what we look forward to in our later years. A career can be our vocation, and it can also be our avocation.

The Denver Public Schools' Career Education Center came into being as an extension of, and a support facility for, Denver's high schools. Its purpose is to supplement the many outstanding career programs offered in the city's schools with additional courses in Occupational Skill Development, Academic Studies, the Fine and Performing Arts, and the Professions.

The Career Education Center provides students the opportunity to participate in a career oriented learning experience while still maintaining complete identification with their home schools.

So whether the student is preparing for college, learning job entry skills in a vocational trade, developing an avocation, pursuing an interest in the arts or is seeking guidance in the selection of a career in the professions, the Career Education Center offers a variety of additional opportunities for study and training.

Classes at the Center are geared to a longer, more intensive schedule which requires a greater investment of learning time by the students. In addition, all courses are performance based; which means that students are given the chance to prove their knowledge and skills by accomplishing specific objectives.

The courses at the Career Education Center range from Outdoor Education to Chef Training, Marine Biology to Motion Picture Production, Audio Engineering to Construction Electrician, and Jazz Improvisation to Motorcycle Mechanics and Medical Lab Technology.

PARTICIPANT'S SELF-REPORT

Harold O'Reilly, Labor Unions

Insofar as I am aware, the Denver School District is far ahead of any other area as it relates to career education. They have actively and deliberately sought to implement the concept of a marriage between work, and the arts and sciences.

However, my information would indicate that this was not accomplished without some figurative bloodshed. There was, I am told, resistance on the part of the community and a very conservative school board because, among other reasons, it also carried with it a desegregation of the system.

In order to accomplish this, there had to be considerable collaboration within the Denver district (formation of coalitions) and happily the labor movement was part of that effort/coalition.

This has had a further side effect in that while the Denver district has diminished in size, an adjacent district (Jefferson) has grown proportionately large.

However, there are feelings locally that even though the Denver district is smaller, it offers as a result of this change a much better balanced educational experience than can be found in other districts.

The local labor council, through its committee system, actively works with and supports community activities and agencies in its overall efforts to represent its members not only in Denver but throughout the state of Colorado.

Additionally, in our efforts to experience career education activities, we went to a vocational/technical school in Jefferson County. We found that the school principal did understand the principle of career education, but he felt that it was not applicable in his institution because he dealt totally with job preparation for the purpose of the earliest entry into the job market. During our brief visit we were able to establish a line of communication with the principal that may very well give the local labor council an opportunity to appear before groups of students to acquaint them with the philosophies and goals of organized labor.

It's obvious that in order to develop and implement the concept of career education nationally, a lot of work is going to be required and a lot of ideas are going to have to be altered. It isn't going to be a transition easily accomplished but the citizens of Denver should be commended for the giant strides they have taken in behalf of career education.

Miryan Brand, Women's American ORT

We learned a very imperative lesson on how important everyone is in the educational process. The role that a lay person or an organization plays, or could play on the educational front is invaluable. We need to join forces in order to actuate changes in the attitudes of the country toward vocational education and career education. We that are interested in quality education must join forces if we are to see legislation in favor of what we believe.

The only way I see for a larger community based collaboration is increased publicity about actual needs using any media to get the message across. For my part, I will be actively involved in seeking out interested persons from our membership in order to explain and recruit a group of people; the best and the most dedicated in order to implement and facilitate any program. The local School Board may feel the need to use us, and in order that with our presence we bring to life our idea with regard to quality education and social justice.

Our organization relates to the local C.E.C. program by openly supporting them any way we can. We have been part of C.E.C. from the very beginning both as volunteers and advisory board members. Our input may not yet be felt at the community level, but we have been able to disseminate information about the center and its program, and change the attitude of a great many parents about what really constitutes career education and why in a growing technological world it constitutes the only way education should go.

I cannot identify a single project of cooperation. There are too many to really single out any one, but I see a must for the local board of education to publicize the need for more involvement from the community--and actively seek out corporations, unions or organizations for help in the implementation of programs--and even for input on developing new ones. However, I firmly believe that the board of education should come to organizations with firm proposals that have been tried out on advisory councils and any other educational body beforehand so that time is saved, and possibly acceptance more readily gained.

I have to praise my counterpart for the great deal of expert help she has given me and fine ideas for new programs we could help start here in Denver. The association of all other participants in group or single discussions was also most valuable.

JoAnne Burl, Women's American ORT

I feel career education can work hand-in-hand with manpower youth programs. At present, the Manpower YETP program has the Emily Griffith Opportunity School as a subcontractor and I feel the career education center would greatly benefit from the involvement of DMA and career education.

Our purpose and objective is to help these youth in training for future employment (not just to find them a job), but to help them prepare themselves for an occupation of their choice in training skills, education and the catagory which their abilities would fit.

It would help our students to realize just what is available and also what routes they can take for the future. They need to be aware of career explorations.

It would be most opportune to have not only DPS students, but Manpower clients as well in this career education exploration. Our clients need also to be exposed to what careers are available.

I think it is a very useful and important aspect to the youth of today and that, if possible, more youth should have the opportunity to take advantage of these resources which are being offered.

Possibly, a plan could be initiated between DPS and DMA to contract CEC as next year's subcontractor for YETP.

Possibly more people and organizations should become aware of the career education program and also be able to use these facilities.

Our clients could be referred to the center for training (those who are of the required age) on the same basis as they are now enrolled in Emily Griffith Opportunity School.

Dee Bass, Women's American ORT

My first impressions of the career center are very positive. The physical facilities are excellent and provide a good atmosphere for learning. I am impressed with the dedication and understanding of the administration and the staff.

This was my first visit to a "career center." I learned the basic difference between a career center and a vocational school. The career center, by infusing both "soft" and "hard" subjects, offers a broader spectrum to high school students who are still searching for career directions. It also adds a broader dimension in terms of the development of leisure time activities.

If the proposed Denver plan for career education K-12 is approved, the career center will provide the practical training facility and experience.

I believe there is good collaboration between the center and the business and professional community. Two examples I learned about were the development of the Job Fair and use of the classroom for actual job interviews. I think that these concepts along with classroom career education should be part of every school system. By publicizing these already existing successful programs, we can encourage all schools to adopt similar programs.

ORT in Denver has actively collaborated with the Career Center. Our members have participated as volunteers. An ORT member sits on the school advisory board. Four of the schools have been set up for our members and they have had the opportunity to speak with the administration and the staff. Irv Moskowitz, the Director, has written articles for our ORT publications.

It is obvious that giant strides have been made in Denver toward the implementation of strong career education programs. Generally, however, I believe there is a great deal of misunderstanding regarding the concept of career education. I see the need for these to be greater publicized using all avenues of the Media.

Women's American ORT in Denver should:

- continue to educate our members;
- encourage the school board to accept the K-12 plan;
- publicize the Career Center and other local programs such as Colorado Career Information System (COCIS), "Deal" Career Center, etc.; and
- work directly with their local schools by providing classroom resource persons.

Our local representatives have had the opportunity, at this meeting, to meet with Mary Ann Parthum and to discuss ORT's role in the Denver career program. I feel this introduction will lead to greater collaboration in the future. The potential is limitless.

Archie Royse, Rotary International

The visit to the Denver Career Education Center was most inspiring. I think the center stands as a symbol of the trend that education must take in the future. During my visit there, I conceived many ideas about career education that I wish to take back to Oklahoma and convey to the local schools and to the Rotary Clubs in my area.

When career education is mentioned, many people believe the cost of implementation is prohibitive. I don't believe America can afford not to implant career education. In my area, we have an Area Vocational and Technical School which is available to most high school students in that area. I believe, in time, if this idea is fostered, these opportunities can be made available to more youth.

The Rotary Club in my community has promoted the idea of career education for many years. The work has been mostly with high school students. I shall try to promote the idea of setting up some type of career education in the junior high. I believe we can do much in this area.

I believe that the Career Day which is sponsored by the local Rotary Club has done much to bring about a collaboration by the club, school and other local organizations. There is community consciousness about career education and its urgency.

Whenever I meet groups or individuals, I shall try to convey my thoughts about the matter in this way; career education is a must!

America will pay for it one way or another. We must pay directly, now, in money and hard efforts, or we will pay through the nose later.

Career education is one of our most important matters that confronts us. When I talk to groups I shall try to stress this idea, and at the same time help my community and other communities in career education activities.

Shirley Perrin, CETA

Because community based organizations, prime sponsors and others are deeply involved with the training, job placement and preparation of participants for jobs, it has become quite evident that career education can be a vital element to the cause. A great many youth need to have exposure to what careers are available; what careers are applicable to them; what industry has capability of training youth in any particular career.

Denver Manpower Administration's (DMA) relationship to the career education programs here has been established to some extent. Steps are being taken to link the Denver Public School (DPS) system with DMA by way of a) DPS being charged with the responsibility of using its regular schools' career education programs for students; its newly established Career Education Center; its alternative schools (Metro Youth Education and others); and b) DPS giving school credit to participate in the YCCIP, YETP and SPEDY programs who receive training in such program activity as career exploration/ employment provided through community based agencies under the auspices of DMA.

Through the YETP programs, an agreement (LEA 22 percent) between Denver Manpower and Denver Public Schools (Emily Griffith Opportunity School), career/vocational programs are provided to some 60-80 participants. Upon completion of training, job placement is developed.

Through the YETP program a transition center is being established that will incorporate career exploration activities.

William D. Strom, 4-H

My experience of interacting with various persons in Denver was most helpful and provided an opportunity to see the results of a total community effort to offer students opportunities in career education.

An impressive factor was the importance of the positive attitude of business, labor and education in making these opportunities available to young people. For example, the large grant received by Denver was an effort of segments of education, labor, industries, Chamber of Commerce and others.

There were several smaller grants or programs being conducted that add to the total efforts, such as Colorado Career Information System (COCIS), "Deal" Career Center and others.

My counterpart, Mr. Doug Shuherk, Denver 4-H programs, arranged for a visit to Boulder to visit on-site with Mr. Carole Ishimaro, a staff member of "COCIS." We were able to see how the Career Information System (a pilot program in eight states) can be used to supplement the career education effort.

Through the career sort cards, students can quest for job interest; then through the computer obtain information on job duties, training requirements and possible job availability.

Students need an avenue to find up-to-date information on specific jobs and "COCIS" can offer this experience.

I was impressed with the vocational and personal skill development of the Career Center. I see two areas where 4-H could contribute to the total career effort:

1) Before students can make decisions regarding possible vocational areas of interest, they need to have an understanding about themselves, their goals in life and the decision making process. Through small group interaction, using community volunteer leaders (as teachers) a series of training sessions could offer young persons the opportunity to learn their values, goal setting and how to accomplish their goals.

2) Through 4-H projects, students could continue their training in a vocational training under the supervision of a volunteer teacher (4-H leader). We call this group a 4-H Project Club.

I enjoyed my conversation with Mr. Doug Shuherk, as we shared ideas concerning ways to involve youth in 4-H career education. For example, I developed from our conversation a 4-H Career Exploration Speech Program proposed to be presented to the Cooperative Extension Administration in Oklahoma.

Basically, the program involves high school students contacting a speech sponsor in business, industry or some organization to assist students in writing and presenting their speech about the profession. A special event will be arranged for presentation of tasks, and recognition of students and sponsor for outstanding presentations.

Doug Shuherk, 4-H

I was exposed to the Career Education Center in Denver for the first time and was made more aware of the potential of career education in the Denver Public Schools (DPS). Most impressive was the cross-racial and cross-economic status that the program with really no effort has cut through in the clientele who are exposed to the center. The dedication and philosophy of career education demonstrated by the administration was refreshing compared to Vo-Tech schools I have visited in the past.

In the afternoon we spent several hours at the University of Colorado visiting with a staff member of Colorado Career Information Systems. Most important to me in working in the 4-H program was the fact that she was a 4-H member prior to college and had a very good understanding of what we were talking about. There is tremendous potential in using a computer method already developed for career exploration.

Many youth agencies could use a computer career exploration process to determine community youth programs outside of the school setting.

I can visualize developing a program in which youth are channeled through the career exploration process already developed by COCIS in order to determine potential areas of interest. Community organizations could do a great deal with slightly additional programming, listing potential activities, events and projects offered by a number of youth organizations in Denver. The youth agencies outside of DPS could enhance the DPS career education programs. The monetary savings would be tremendous, but more importantly there would be unlimited exposure of the youth on a short term basis to any number of career related activities.

The 4-H program and many other youth organizations have always utilized volunteer adults and junior leaders. We have the expertise to identify, recruit, train and support volunteers who would be the resource persons in a career exploration program outside DPS.

As youth narrow the career possibilities through short term exposure as I indicated above, then a career education center would come into play and much more intensive counseling and exposure to a particular field could take place.

The 4-H in Denver has for the past 15 years done extensive 4-H work within the Denver Public Schools. We really haven't called the 4-H work career education, but any project we offer has the potential of a career. I suppose a more appropriate label may be career exploration. 4-H is considered more of a school enrichment program with the club work taking place within the classroom during school time. The potential exists to place more of a career exploration emphasis on these school enrichment programs.

Willis Holloway, CETA

I found the Denver visitation interesting and informative. The apparent success of the Secondary Career Education Center appears to have generated commitment to the career education concept from top administrative personnel. In addition, they seem to be using a very practical strategy to implement a K-12 program. The fact that a high degree of cooperation exists within the school district will make collaboration with community organizations much easier. While there will always be a need to improve and expand career education contacts in the community, I believe that Denver's emerging "model" is on the right track. My conversation with the Denver YIEPP director revealed that they are experiencing the same collaboration problems with Manpower Services officials as the rest of the country. If an ongoing planning mechanism could be developed between the school district and the CETA Prime Sponsor, it might have long term payoff for career education in the district. I plan to expose the components of the "Denver Model" to the career education staff in Cincinnati with the hope that it will help us to strategize better, to improve the credibility of career education within the organization.

Collaboration in Cincinnati:

For the past six years we have received a state grant to develop and implement a career education model in a senior high school district in Cincinnati. To date, we have programs operating (K-12) in the pilot district. A complete set of curriculum and resource documents have been developed. During this period of development, community organizations related to the world of work have been represented on plannings and advisory committees and representatives from CBOs have served as consultants. In spite of these efforts, we are experiencing some difficulty getting teachers to use the new curriculum materials voluntarily. Another major problem arises from the fact that vocational education is viewed as the climax of the career education concept. In short, there is limited understanding of and commitment to the concept by the board of education and top administrators.

In spite of the latter circumstance, there is a strong middle management group working with the private and public section of the community to enhance and solidify career education.

I am personally establishing a format for better collaboration between the school system and the city Manpower office.

In short, Cincinnati has individual career education projects operating in a wide variety of work experience areas. The primary needs are: a) to get better policy and administration support; b) to get local financial support; c) to develop a more organized approach involving the school and community.

Judith Reuther, National Alliance of Business (NAB)

At yesterday's site visit I learned:

- The environment appeared more interesting than most classrooms. It should encourage and motivate young people to be more involved in the learning process.
- There appeared to be good interaction between academics, professional or vocational programs and the business community, for example: English teacher working with vocational professional programs (business occupations) to assist students needing extra help; vocational/ professional courses, by and large taught by practitioners; use of related business representatives in advisory committee to help in developing and updating curriculum.
- The focus of teaching is still on skill development with attitudes and work habits being ancillary.
- Students also receive practical application of skills at community sites.
- I saw little involvement with youth serving groups outside the normal school clubs.

Collaboration implies acceptance of responsibility for the success or failure of the activity by the major parties involved. The Career Center appeared to have good cooperation within their staff (academic teachers working with professional vocational teachers), and with the business community (advisory committees for curriculum development); but it is still a school responsibility. It can be used as a vehicle to bring various groups together, but cannot go beyond being a school program because the Board has ultimate fiscal and programmatic responsibility.

NAB can be a contact for business participants on advisory committees for public relations purposes to inform the business community of the quality of skill training provided. It can encourage businesses to hire young people receiving this training, and be a focal point for business to, in turn, reach the center to express any concerns, suggestions or commendations it might wish to express.

Nationwide could bring its expertise in how to negotiate in good faith to school districts, who are relatively new at negotiating how to defuse a volatile situation.

The local NAB office is developing a statewide Career Guidance Institute (CGI), which has brought business and education together in joint responsibility for the success of the activity (Denver Public Schools and a local Chamber of Commerce have provided representatives to work directly with the development of the Institute). CGI brings together many businesses, agencies and organizations.

The local CETA-NAB project (DEAL) will provide jobs for 4,000 young people in the Denver area (2,000 public sector - 2,000 private sector). Both organizations must work closely together if the project is to be successful.

Carlos del Hierro, Boy Scouts of America

I learned yesterday that the concept of career education is alive and well in Denver. I also saw examples of how businesses are supporting Denver programs. It was not clear to me whether the term "career education" is the right choice of words or that a new "name" which would encompass the total program should be developed.

The implications are many. The resources that could be provided by a major city would be great and could expand the program's capabilities of the school system. The Exploring program uses the career education approach in dealing with local business. Through our career interest survey, Exploring identifies the needs of young adults and then matches these needs with the resources of the community. Community involvement is the key to this type of program continuing on its own. I don't believe that the schools are strong enough to support career education on a strictly administrative level.

The Boy Scouts of America are involved in career education programs through the Exploring program. Locally, this program could take advantage of a program such as the one in Denver, both in terms of additional resources for Exploring and by making the vast community resources that are available to Exploring a part of the local district career education programs. With many major industries located in Houston, the "Adopt-A-School" program could be very effective.

There was strong evidence of collaboration with local business/industry as demonstrated by the Exploring program at the boy scout organization and the relationship between business and the Denver schools in the "Adopt-A-School" program. The Exploring program has more than 100 groups of young men and women involved in career programs. These programs include areas such as: medicine, law enforcement, veterinary medicine and other various related business programs.

Milt Lincoln, Chamber of Commerce

I will begin my remarks by applauding the high levels of enthusiasm demonstrated by the director, staff and students of the Career Education Center. Their dedication to the future development of the career concept in the Denver area is commendable. However, an interesting question has been raised, for which an acceptable answer may not have been received. That question is: Although great enthusiasm for career education is radiating from the educator, has the community at large, and the business community specifically, accepted the overall concept? The response given related to a sales job yet to be done. It was apparent that the education community has accepted the model but the lack of high levels of commitment from the business community (i.e., the Chamber of Commerce) suggests that the program will only realize limited success. I was impressed with several program concepts provided by the Center (e.g., the professional seminars and COCIS).

What I saw yesterday has tremendous potential for community based collaboration. However, if the Chamber of Commerce does not involve itself as the Chamber in Dallas, Atlanta and Hartford, again the concept will receive mild success. The Career Center seems ripe for the introduction of a business/education council which seemed to be lacking.

I strongly feel we will realize a greater furtherance of collaboration resulting in innovative career education models through a) Atlanta's "School Without Walls Program"; b) Adopt-A-School; and c) the proposed work with NAB to develop a private initiative council for the Atlanta region.

Gary Gramm, Future Farmers of America (FFA)

My visit to the Denver Career Education Center was very interesting and informative. It appears that the Denver Center offers a wider variety of programs than the Billings, Montana Center which I visited two years sgo.

I was surprised to learn that Denver does not have a local FFA chapter. Apparently they do not have an agriculture related course offered at their Career Education Center. It would be my recommendation that they explore the possibilities of adding some agriculture related programs to the Career Education Center curriculum. This would not necessarily include only farming and ranching, but other agriculture related careers such as soil conservation, nursery management and forestry.

During my visit, I also got the feeling that the programs tended to be vocational oriented. I wonder how many other career activities take place there.

I also visited the COCIS (Colorado Career Information System) Center at the University of Colorado at Boulder. I had some prior knowledge of this system since its purposes are the same as our VIEW program; that is, to disseminate career information to students. However, COCIS is a computerized system in contrast to our VIEW which uses conventional methods such as microfilm and booklets. The COCIS system provides information on 270 occupations whereas our VIEW provides information on 478 occupations. COCIS is written strictly for secondary level students, whereas our VIEW is written in two sets, one for elementary and one for secondary level. The computer, of course, is an excellent tool, but costs are prohibitive for small schools such as those we have in South Dakota. Costs are coming down and we hope to be using the computer in South Dakota as soon as funding becomes available. I learned that 40 percent of the Colorado schools were linked to the COCIS system. This compares to nearly 100 percent of South Dakota schools linked to the VIEW system.

It was pleasing to find out that the Denver Career Education Center was being used for adult education. The use of the Center by eighty-plus businesses to interview students for full or part-time employment was an excellent example of collaboration. Of course, the instructors in the programs need the cooperation of business and agencies to provide resource people for classroom instruction, to open their doors to students for field visits, career exploration and/or hands-on work experience.

As far as systems such as COCIS and VIEW, these should be made available not only to schools, but also to other agencies such as job service offices, rehabilitation offices, Boy Scouts and 4-H.

Schools should cooperate with such organizations by allowing them to use materials available. Of course, these organizations must also cooperate with the schools in assuring that instead of duplicating what already has been done in school, they enrich student experiences gained in school.

FFA is an organization in the school system. Many of the activities of FFA are very career oriented; activities such as field trips to local farms and agribusinesses, practicing leadership skills in chapter meetings, earn and learn programs and serving the community. FFA can set an example for other organizations. They can share community resources with other classes. Many skills learned in classes can be applied through FFA activities. For example, an FFA member may prepare a speech for english class and also use this same speech at a contest. Another need is for FFA and other organizations, especially 4-H, to collaborate more than they have.

Since there is no FFA chapter in Denver, I will cite a South Dakota example. The most outstanding Building Our American Communities Program (BOAC) in South Dakota this past year was the Rural Emergency Health Care System initiated by the Clear Lake FFA chapter. This included the establishment of a radio communications system with FFA, FHA and 4-H club members who helped monitor the base station. Another phase included conducting cardiopulmonary resuscitation (CPR) classes with highway patrol officers, FFA, FHA and 4-H club members serving as instructional aides. To date, they have conducted 20 sessions with 300 persons attending.

Another part of the program included a 22-hour Emergency Medical Technician (EMT) course which trained these youth to become junior ambulance aides. An additional 59-hour course will qualify young people to become volunteer ambulance technicians. Approximately 50 chapter members and 450 community members participated in this program.

MINI-CONFERENCE DISCUSSION

Irv: What career education means in Denver: The only site which focuses on a "building"; a program. This program is not operating under a broad umbrella making career education available to all students. Long range planning has been completed for systemwide implementation. Collaboration is an individual rather than a collective aspect, but I do not see this as a negative. The Keystone project (Colorado Business/Industry for Community Interaction) will hold a meeting to facilitate broader implementation of career education. This project is sponsored by the Colorado State Department of Education.

Bill: Five million youth are involved in voluntary programs. The strength of the program rests with the voluntary corps. We are looking for ideas concerning CBOs.

Archie: Rotary sponsors career days for secondary school youth. These programs are sponsored by local efforts.

Harold: Across the U.S. and Canada, 35-36 individuals are involved in the education process that is relevant to career education. The education community has failed to recognize the contribution of labor.

Carlos: Scouting has a track record of sponsoring career education projects. A survey conducted in the Houston area involved 120,000 youth. Following the survey, contacts were made with business/industry to link the expressed needs of youth with the broader community resource base.

Willis: A YIEPP (Tier I) entitlement award has been granted to Cincinnati. Cincinnati has a wide range of career education related activities.

Gary: We have one of the oldest youth programs in the country (FFA). It is not solely related to farming but also to other agricultural related careers. FFA builds competitiveness through incentive awards.

Dee: Women's American ORT with a membership of 130,000 supports a network of vocational schools in 22 countries with a current enrollment of over 70,000 students. We have just opened our first school in the United States in New York City. ORT is actively working with many local schools to assist them in incorporating career education programs within their curricula. Some of the places where we have already established programs are Peoria, Illinois; Atlanta, Georgia; Chicago, Illinois. We are also actively involved in campaigns to encourage strong national and local legislative support for career education.

Milt: The Chamber of Commerce represents 4,000 businesses in the Atlanta area. In this area, the chamber wanted to move beyond a conservative stance of just paying taxes. The chamber in this area sponsors the Schools-Without Walls in conjunction with the public schools. This effort focuses to a large extent on career education.

Judi: The Business/Education/Labor (BEL) program is sponsored by DOL and my primary responsibility. The Santa Barbara area had numerous career education efforts all operating independently from each other. Consequently, the area developed a coordinated area-wide career education effort.

Carlos: The term career education is not an agreeable term but I'm not sure what term should be used.

Harold: I was particularly fortunate because my counterpart has a well grounded background in the Denver CEC project. The CEC project did not develop without some difficulty, especially the difficulty related to desegregation. The Labor Council in the Denver area appears to be collaborating extensively with community groups and organizations.

John: There are several other facilities in the area that might be relevant to career education. The vocational-technical program prepares students for immediate job entry. As a result of Harold's visit to this facility, the local school administrator agreed to involve the Labor Council in presenting labor's goals to the vocational-technical students. The Jefferson County people felt that the career education coordinator for the school district should have been included in the mini-conference program.

Archie: Rotary has fostered career days for a number of years, but a selling job is needed to implement career education. Career education is urgently needed and in spite of "up front" costs incurred now, we must look at the long term benefits. It is a question of paying less now or more later.

Bill: I am impressed by the positive attitude of the community. The result is that the program is jointly owned, it is "our" program. It seems that COCIS ties in very well with the concept of career education as well as 4-H. I am interested in developing a consortium of interested states to tap the COCIS resource. Prior to career exploration, young people need to discover themselves (e.g., a 4-H program in Oklahoma that focuses on decision making skills).

JoAnne: YETP is not currently interfacing with the CEC program. At the present time YETP, in Denver, is attempting to encourage dropouts to return to school. The YETP program could encourage students, once in the program, to get involved in CEC.

Shirley: A transition center will be established involving COCIS and the Denver Public Schools for the Entitlement Program. Career education, being basically exploratory, could be a good vehicle for young people to be involved in career programs. DMA programs are placing a great deal of emphasis on youth in the Denver Public Schools. I would like to see the CEC and Emily Griffin Opportunity Center provide greater assistance to all manpower participants.

Frank: The State Department of Education and state community colleges should have been involved. Bob Blume in Jefferson County should be involved in future programs. Colorado Springs is the best example of community based collaboration. There were too many individuals and programs obvious by their absence. The Colorado Association of Commerce and Industry should have been involved because of its career education thrust.

Judi: The CEC seemed to provide motivation for youth, foster team work on the part of the professional staff and encourage a wide base of community cooperation. I would advocate the development of and formalizing of a "coping skill" orientation within the career education concept. NAB can help pull together a large fragmented business community and can serve as a useful liaison between the business community and education. NAB works to develop job sites and the Career Guidance Institutes.

Milt: I was impressed by the enthusiasm of the staff and students at CEC. However, I was disappointed that the chamber was not more involved in the CEC effort, since CEC is ripe for a business/industry council. It can serve as a long range planning tool, a means for communication linkages and a means for collaborative involvement of the important segments of the community (education, labor, business). The large corporation supposedly involved in the career education effort in Denver are not putting pressure on the Chamber to participate.

Dee: ORT could serve as a convener of all interested organizations. I am impressed by the inclusion of the "soft" subjects because in my previous visits to vocational education centers, these subjects were not part of the curricula.

Miryan: Lay people must cooperate with the schools; otherwise, the education process will remain incomplete. Educators must develop concrete programs and present them to the public, not the reverse. ORT has supported the CEC programs from the beginning. We must reach the parents; otherwise, efforts will fail to instill sound career education programs. Comprehensive educational programs that are "quality" oriented are needed more than categorical programs.

Doug: One problem with many centers is that they view their operations as being an end in themselves. We must work to avoid isolating the Center from the outside community. Greater outreach is needed.

Gary: Surprisingly, Denver did not have an FFA chapter. It would be important for the Center to remain a Career Education Center, not a Vocational Education Center. South Dakota has an information system, but it is not computerized because of the lack of funds. Not all organizations can be the career education leader; the schools should provide the leadership and coordinating role.

Willis: The success of the CEC rests strongly with Irv. The career education program in Cincinnati is not systematically related. How does this concept (career education) relate to poor youth? Models are easy to develop but implementation is a great deal more difficult. Career education should encourage youth to pursue their own goals whether they fit into a status quo picture of careers. Do not focus too much on systems; the system can only work if one attends to the needs of youth.

Irv: In the U.S., we spend too much time looking for solutions whereas in Japan a great deal of time is spent on determining what the problem is. The question is not how do I get involved, but rather should I be involved, and if involved, how will I involve myself?

Miryan: Currently, the National Urban Coalition has a grant from DOL to determine how services can be better coordinated with respect to CETA programs and community based services.

The moderator asked each of the participants to respond with free association to the word "collaboration." The following are their comments:

- communication
- joint effort
- common goals
- partnership
- joint venture
- marriage
- common solution
- togetherness
- investment
- administrative policy
- unity
- commitment
- coalition
- research/common data base

Constraints to the implementation of collaborative community based career education include the following:

- Territorial defense, is it a joint effort?
- Who should be the leader?
- Does verbal commitment have sufficient follow through?
- How do we establish sufficient awareness to garner community support?
- There are differences in what career education represents.
- Career education should not be geared at any given occupation; must treat all occupations as important and valid.
- How do we get to the leadership within each organization? How does the career education effort blend into the organization's priorities?
- How do we break down the teachers' resistance? How do we deal with the usual response: I simply don't have the time?
- There is a lack of evidence to support the fact that career education makes a difference.
- How do we best reflect the level of where the student is in terms of his/her career awareness, etc.? We must attend to both long term and short term needs.
- What are the assumptions of career education?

- How does career education deal with the vocational education perception that career education is an intrusion? Who gets the dollars? Who has been receiving the money? Who should be getting the money now?
- Career education, because of its public school involvement, reduces flexibility and acceptability as far as the general community is concerned.
- We need more and clearer information concerning career education. We need to correct the lack of exposure and to actively seek involvement of organizations by speaking about career education in terms of the organizations' priorities.
- Timing.
- How do we help organizations determine the extent to which career education relates to the organization's needs and priorities?

Cooperation implies helping someone to do his/her job; collaboration implies ownership in a cooperative setting, a sense of responsibility.

PARTICIPANTS' RECOMMENDATIONS

The recommendations from the participants for the Denver CEC are as follows:

- Work with young students (K-4) to phase them into the Center.
- Translate the enthusiasm to the broader community.
- Parents should be educated to understand the options available in the changing career world.
- Life-style orientation should be incorporated into the total program.

The recommendations for CBOs are as follows:

- Soul-searching from an organizational standpoint (what are your motives?)
- Do you want to be generally or specifically involved?
- Do you want to become a partner or a helper/resource person?
- Is your contract with the schools going to be short or long term? (The relationship may reflect the situation where one makes love to a gorilla; once it starts the gorilla lets you know when to stop.)

Appendix

AGENDA

This site used the Tentative Agenda furnished by InterAmerica Research Associates, as shown in the Executive Summary.

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On-site Counterparts and Guests (continued)

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Mildred McCleave

ON·SITE MINI·CONFERENCE

BOARD OF EDUCATION
OF THE CITY OF NEW YORK

New York

NEW YORK

MAY 25·26 1978

ON-SITE MINI-CONFERENCE IN COMMUNITY COLLABORATION

EXEMPLARY PROGRAM: Board of Education of the City of New York
New York, New York
Tom Kane, Site Visit Coordinator

PROGRAM PRESENTATION

Alliance of Business, Labor, Education (ABLE)

Collaborative Work-Education Effort Launched

The need for a collaborative effort among business, labor, government and education in preparing youth for the transition from academic learning in the classroom to the practical knowledge needed by youth to function as employees, consumers, taxpayers, parents and citizens is one that vitally affects the future of New York City. Recognizing this need, the Economic Development Council of New York City working with the Urban Coalition launched project ABLE, the Association of Business, Labor and Education in 1976 to capitalize on the strengths of each of these sectors in the development of more effective linkages between school-to-adulthood initiatives.

Initially, a coordinating committee made up of representatives from business, labor, government and education met to examine problem areas, determine needs, establish priorities and set objectives. The three major priorities established were:

1. Improvement of communications through a clearinghouse among all relevant organizations in the community involved in youth transition, so as to identify and utilize resources more effectively.

2. Identification of inadequacies present in the preparation of students for work; assistance in the development of initiatives to prepare them more adequately and to test the effectiveness of such efforts.

3. Initiation of efforts to expand work exploration opportunities for student; ways by which the needs of employers can be identified and met; and the development of job information programs with both short and long term forecasting.

In pursuit of these goals, ABLE has established task forces, each with policy and staff responsibilities and assignments.

A major action arm of ABLE is Open Doors, a resource center which assists students and teachers by:

- Developing curriculum about business, labor, law conducting workshops for teachers;
- Preparing guides to speakers, tours, publications and other education resources; and
- Operating speakers in the classroom program (lawyers, and businessmen who speak to students in classrooms).

A few activities undertaken recently by ABLE:

- An all-out effort to support and expand the co-op program for high school students with contacts arranged through the local Chamber of Commerce. Additional job opportunities for youth were obtained, enabling this proven program to enjoy its most successful year in recent times.
- Open Doors conducted a summer career guidance institute that involved a team of teachers who visited 60 worksites to interview three strata of workers concerning the nature of their work, how they obtained their jobs, the adequacy of their training and more. All interviewees were New York City high school graduates. One hundred eight-six vignettes were gathered and will become available to New York City schools this year, as Anatomy of a City, Sixty Places to Work.
- High school teachers and guidance counselors from schools throughout New York City met on Election Day, November 7, with leaders from labor and industry to discuss how schools can do a better job of preparing students to enter the work world.

A highlight of the day was a panel discussion on "The Job Scene in New York City: Today and Tomorrow." It focused on future prospects for youth employment, and what can be done to improve these prospects.

Career Education Summary

Center for Career and Occupational Education (CCOE)

The Center for Career and Occupational Education (CCOE) of the New York City Board of Education has the job of implementing career education in a school system that encompasses over 1,000 schools, one million and a half students with a yearly budget of over one billion dollars.

CCOE also has the job of implementing Occupational Education programs within New York City.

The career education efforts are promoted by some of the following programs:

- In-service workshops for teachers, counselors and administrators in career education methods;
- In-service workshops held at employer sites to familiarize educators with the world of work;
- A central staff which trains personnel at school sites, develops career education materials, designs delivery systems to reach educators in the city, writes proposals and develops community/business liaison;
- Creation of a network of schools in career education;
- Development of neighborhood alliances around local schools being comprised of business people, parents, union leaders, teachers, community organizations and other service agencies. These alliances promote and coordinate sharing between the schools and the local community; and
- Research and development unit promoting long ranged planning in career education.

The Comprehensive Math and Science Program

The Center for Career and Occupational Education has, since 1975, been supporting a collaborative career education program that is being developed and demonstrated in seven New York City high schools. The basic objective of this program is to provide students with the learning experiences and exposure that heighten their career awareness and preparedness for post-secondary studies in science and engineering.

The program (designated by the Comprehensive Math and Science Program) was originally conceived and developed by the University of Massachusetts under a research grant by the National Science Foundation. Gil Lopez, the Director of the program at the University of Massachusetts, has successfully developed the project with a triumverate organization base which includes pairing participating high schools with local colleges of engineering, and industrial firms. This organizational arrangement functions as a career education model allowing the three institutions to share their personnel and institutional resources for educational purposes. Because of this joint program structure, students are provided with career and postsecondary exposure and learning experiences which otherwise would not be obtainable at the high school. The program has been quite successful in heightening students' career awareness towards science and engineering. To date more than fifty New York City students (representing 40 percent of the total students who have participated in the program) are currently attending fourteen engineering and technical community colleges in the northeast. Initial program evaluations indicate the choices made by the students to pursue technical postsecondary studies was strongly influenced by the program.

Currently, 110 seniors from the original seven high schools are participating in the program. In January of 1978, two more schools will join (along with Columbia University's College of Engineering) the project, and the total number of students (juniors and seniors) participating will be well over 300. The project has been emerging nationally as an effective precollege technical career educational model.

I might add that the project is being test implemented in other school districts in New England, and there is current interest on the part of the school districts of Montclair, New Jersey and Detroit, Michigan to start activities based on the program model. As this national attention increases for the program, New York City can be seen as taking the lead in exploring and developing this new approach for expanding learning and career opportunities for high school populations in general.

Career Guidance Institute

Under the co-sponsorship of the Center for Career and Occupational Education of the New York City Board of Education and Open Doors of the Economic Development Council, 37 New York City educators from both the private and the public school systems spent three weeks during the summer of 1977 visiting over 60 employers and unions in New York City.

The purpose of the program was twofold; first, to give the educators an opportunity to directly experience the work place over an extended period, and second, to gather information on aspects of the employment world of New York City. The information the educators gathered was collected into a booklet that will be made available to educators of the city.

Each teacher spent three days at three different worksites, sampling the kinds of careers people have as well as the kinds of skills they use. The employment information that was gathered treated such subjects as:

- The nature of the company or site;
- The work done there;
- The specialist;
- The support staff;
- The atmosphere of the work place;
- The salary levels;

- How one gets hired;
- How one advances; and
- How the company or site fits with the larger industry or business across the country.

Staff Development Programs in Conjunction with Industry/Labor

On-site Experience in Work-World Careers

An in-service program has been established in New York City under the joint sponsorship of the Center for Career and Occupational Education of the New York City Board of Education, and eleven major New York City corporations.

Educators from both the public and private schools visited over a 15-week period eleven different worksites in Manhattan. The purpose of the course was to help educators understand the wide range of careers that exist in the work place, to see how people use academic skills in their work, to become familiar with the employment requirements of companies, and to learn the present and projected employment needs in the city:

Rationale: Many educators have had very limited experience in the world of employment outside the school system. Career paths have often lead them from their own school experience directly into the classroom with little or no nonschool experience. Even those who have had some employment experience outside the school know little about recent changes and developments that are continuously occuring within many career areas. The course will expose them to a first-hand experience within the work place and to a direct encounter with professional people in several careers. Here, they will see for themselves the kinds of conditions and demands faced by the students when they graduate and enter the competitive world.

PARTICIPANT'S SELF-REPORT

Besse Hirschberg, The National Federation of Business and Professional Women's Clubs, Inc. (BPW)

The things I learned are the following:

- Meeting people from different areas of the country and sharing the basics for career education.
- Need to know more about resources in the community.
- Duplication of activity in the different agencies.
- Need for more and better team work.
- Lack of awareness that career development of children should begin in the early years, e.g., Head Start and the Elementary Schools.
- Collaboration with government agencies, e.g., Department of Labor and what their objectives and functions are in meeting the needs of youth.
- Need to know the problems in the disaster areas.
- Need to know why children are playing truant; why they don't appreciate the value of attending school to prepare for careers and later choice of employment.
- What percent of the teenagers are referred for job placement; what percent are retained by employers. Follow up from employers "climb the ladder for promotions." Are the children and youth who have problems referred for guidance? What percent?

I did not note any discussion regarding parent involvement. Visited a private vocational school. The stress for accountability; need for teachers to have weekly seminars to learn from each other to be aware of the student's needs, motivations and ability to achieve the objectives.

I feel and think this is a wonderful beginning for better understanding of our youth. The implications suggest there is a great need for more collaboration in each community. There should be a sharing of government agencies, e.g., DOL, Vocational Rehabilitation, Human Resources, private vocational schools, housing.

There is a need to know more about the problems of children in families receiving assistance, and middle income families. Why children display their problems. There is a need to learn to individualize; need to know each child who becomes the youth. The areas of problems or barriers: behavior environment, health (physical, mental emotion), mental retardation and performance. There should be smaller classes in the schools located in the poverty areas; more guidance at an earlier age; what about the above average student's need for communication.

The New York League of BPW is one of six BPW clubs in District I of the New York State Business and Professional Women. I am president of the club, Young Careerists (ages 21 through 28).

In other locations "NIKE" clubs for teenagers have been established with the purpose of enlightening them of the resources of the community and the positive roles they can play. When they attain adulthood, they can join BPW.

We offer scholarships to young women to enable them to obtain their BA or BBA (Business Administration). Our club, the New York League of BPW, offers volunteer speakers from the business and professions to visit and talk to teenagers in the junior high school and high schools, to enlighten them about the particular career in which each speaker is involved. The response is remarkable, students are searching for the information.

Agnes Kennedy, The American Legion/Legion Auxiliary

I learned yesterday of the genuine need for school/business/industry/labor interested organizations to work together to create the awareness of the need to prepare our young people for the world of work.

Implications for collaboration are the following:

- We need first to develop an attitude of trust between school and community resource people before collaborative activity can be successful.
- Career education curricula in schools needs the supplementing of student experiencing of on-the-job careers in action.
- We need to utilize resources within the community.

The following are organizational activities relating to local career education programs:

- Sponsor career fairs;
- Provide resource speakers;
- Teacher recognition awards, luncheons, etc.;
- Offer career education scholarships; and
- Varied programs offered students and teachers as defined in PACT booklet (Guidelines for American Legion and ALA joint effort in education).

The local examples are:

- King's County American Legion sponsors awards, achievement ceremony for junior high and high school students each June.
- ALA sponsors Girls' State and AL sponsors Boys' State for juniors (Program of political science and NY state government).

- ALA sponsors three weeks (3 graduate credits) scholarships for teachers at Freedom Foundation, "Free Enterprise System" included in the course.
- Kings County ALA sponsors nurse and medical student scholarships each year. State and national ALA also offer scholarships. Information and applications for all of these are mailed to all NYC public and parochial high school counselors every year in time for American Education week.

Earl Johnson, Junior Achievement

I learned the following yesterday:

- There are numerous agencies in NYC dealing with different phases of career education.
- There has been some cooperation and interaction between these various agencies.
- New York is extremely large and the number of people, funds, agencies and organizations that are involved in some phase of career education are more varied, numerous and developed than most other parts of the country.
- There is a nationwide response by numerous organizations to the development of some kind of career education program.
- Similar problems exist in developing and administering career education programs within different agencies and locations.

The implications for collaboration are the following:

- There is a need for continued sharing of information and ideas.
- Agencies can work together to strengthen the overall approach to career education.
- The problem of career education and the need for such program as well as the development and support of these programs are more prevalent in the larger cities with a high number of students.

J. Mitchell Mackey, 4-H

The following items I learned yesterday:

- There are tremendous reserves of expertise in both the public and private sectors.
- There is a missionary zeal on the part of all. They are enthusiastic and positive in the face of an immense task.
- Fragmentation and layering of effort is evident in both private and public sectors.

- Efforts are being made to coordinate but there is a reluctance to define or assign roles of coordinator or coordinatee.
- Much is being done; however, the accountability lacks gathering of concrete evidence of "what happened to kids?" I believe this information can be gathered and would have more impact on both public and private sources of funds.
- There is terrific support from the private sector, but the private sector is being splintered in its support two ways:
  - special interest groups within its own ranks; and
  - special requests for career development support from agencies and schools.
- There is no real shortage of goods to be delivered, but there is no clear delivery system.
- The New York project(s) and effort may be unique in scope because of the tremendous resources and personalities involved, but they are not unique in the problems involved. There is just a more complex model of the same things that exist all over.

The implications for community based collaboration are the following:

- Emphasis on the positive in education. There has got to be an unwritten success story here that needs to be brought to the media and the public. (Has a newspaper person, TV or radio ever experienced the human development center? Invite them to witness a student revolution, if you can't get them to come any other way.)
- I looked at the park and wondered, do we have the cart before the horse? Should the private sector have the program and educators be the resource people who provide technical knowledge of teaching and learning?
- We need a criterion for evaluation in terms of the learner (our real product--the consumer--not the product of teaching aids).
- There is the possibility of bleeding the system dry if it continues without a better cost/benefit ratio.
- Instead of special interest groups, there must be a coalition formed within its own ranks and there must be a united proposal of support from the public sector.
- There must be a built-in incentives and liabilities system. Educators and their administrators will respond, as do all humans, if there are benefits and rewards. Do teachers who incorporate career education get any benefits in promotion that those who do not don't get?
- Perhaps our whole criterion for allocation of funding of federal and state monies needs a re-evaluation. Is it now the solution to/or cause of many of the problems?

The following are possibilities for relating 4-H to career educaton projects:

- Neither public education nor the private sector knows what 4-H has to offer or what it is doing, here or at home.
- We have professional evaluators in 4-H and a system that could be of help.
- Schools have a problems of out-of-school/off-the-grounds control of youth in terms of their interests and time. Youth organizations have a problem of identifying and reaching youth. Could the two be harnessed to complement and enhance each other's efforts? We have a ratio of volunteers to professionals of about 100:1. Use them.
- 4-H has much to offer at the elementary level in awareness of self and others.

Local examples of collaborative efforts are J.O.B.S. and 4-H, NAB and 4-H and Chamber of Commerce, Department of Public Instruction and 4-H (find ourselves competing for same tax dollars and same private dollars), public schools and 4-H (we provide the TV program and study guide; teachers provide the discussion, leadership and learner incentives.

Anita Gans, Women's American ORT

I am extremely impressed with the existing collaboration of the different departments. Project Co-op was well implemented and the strength of the project is its extremely committed personnel. The Personal Growth Lab was most outstanding.

I relearned that the continuous struggle of better coordination between B/L/I and education is not yet an accepted concept of education, but the effort is continuous. At least there seems to be progress, even if slow. Obviously each group is reaching a different level of collaboration.

It stood out that career education is still a well-kept secret. Public relations needs to be done on a large scale in order to develop an excellent program. What is needed for education is better understanding, not so much criticism. A good way to go is the contest organized through ABLE; good publicity should result from this. Many, if not most teachers, are not even aware of the career education program. It cannot all be done from within the system. It would be better for industry to complement the schools.

At a recent meeting in Washington of the NACFE, the stress there, too, was on community involvement and industry and labor! It is important that the vocational education people and career education do not go it separately when developing or enlarging contacts with B/L/I.

All local community based organizations should be made aware of the new trend of education, because we are all involved in it, not just the parents. The education community has to understand the role of work, and the working community has to understand its role in education.

This is not a short term assignment and each educational community should set itself goals based on a long term plan with definite targets. Such a grass roots movement will of course be reflected in spokesmen for the program so that career education will receive better financial support.

The community has to appreciate that co-op efforts in the K-12 states of education will save money and avoid many problems at a later stage. (Why is there always enough money set aside for the emergencies?)

The responsibility of the community organizations is to publicize "the new direction of education." What people don't know, they cannot understand nor support.

ORT motto: In the skills of work rests the dignity of man and the wealth of nations.

Career education is the answer because it brings the relevancy of the world of work into education.

A major thrust to effect change has to be made to the teacher. The teacher's image has to be upgraded because it is he/she who recognizes the value of the child. Motivation for the teacher is as much of a problem as for the child. In-service, out-of-school education for the teacher is consciousness-raising of career education.

With such a large constituency, we can speak as one in support of legislation.

Let the community know that there is such an organization as Women's American ORT so that we can be called upon to help.

Initiate career speaker programs, career days, field trips for the elementary and high schools with the collaboration of the system.

Publicize school's programs to our own members at meetings and through publications.

Ask for representation on local advisory councils.

Continue, but strengthen, many of the things we do already.

Carla Leithoff, National Urban Coalition

I visited the board of education and sat in on a cooperative education session where students were learning social skills. We also visited the career resource area and the career education office. I learned a lot about the New York school system's efforts at collaboration. I was impressed with the cooperative education program and liked the uniqueness of it. It appears to be a concept that can be applied in any educational system. I mainly learned that everyone at the conference is concerned with career education

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and collaboration. And since we are represented by so many various groups, it seems a good start at recognizing their role and interest in career education. I was not aware of all the various groups' involvement in this particular area.

The implication is that if each of these groups in any community can combine their knowledge and resources, they should be able to come up with an effective collaboration. This would involve a great deal of time and effort to organize the various groups.

My organization could easily relate to what I saw today. I would especially like to develop on-going groups such as I observed today at the co-op education office. Most of the population we deal with need to develop social and transactional skills. Since we plan to put more efforts towards the "street kids" and dropouts in the future, this program would be most effective in our attempts to socialize these kids. I also picked up various pamphlets and materials having to do with their various activities in career education. I'm sure a lot of these ideas can be used by the Racine Unified School System and various groups in Racine. The primary goals would be to combine the efforts of all.

The local Manufacturers Businessmen Association has developed a collaborative activity which involves local businesses, industry, educators and counselors. There are 10 sessions and they have worked out a credit program with one of the University of Wisconsin extensions. The educators/counselors get 3 graduate credits for their participation inthe program. They all meet weekly at one of the local businesses or industry where they are informed about the different careers available there. Each session is scheduled for 3-5 hours.

My agency collaborates with industry on our summer employment program. Industry provides job openings for the summer for REC students. An attempt is made to place students on a job that is most closely related to their college majors. Often, this experience develops into a permanent position after graduation. We have also worked closely with one of the local hospitals on a collaborative career education effort. They have a series of Health Career Surveys which run for three weeks. The student actually spends 20 hours at the hospital, meeting with various department employees re: their jobs, training, etc. We usually send one of our students and the high schools send their students. It is working well.

Suzanne Dohm, Girl Scouts of the USA

The board of education career education work is more diverse and extensive than I had expected. There are few youth organizations involved with the board. Career education is the best way to serve a large population. The board can't do it alone; collaboration is the only way to serve the children of the city. There will be better information by sharing. Girl Scouts can help to support new programs.

Alfred J. Mannebach, Future Farmers of America (FFA)

I learned or relearned the following:

- that career education is an excellent vehicle for helping make subject matter relevant to the needs of students;
- that career education is for all students and has implications for all educators;
- that students need help in identifying goals, developing plans of action and implementing plans;
- that parents, educators and the business/labor/industry community must collaborate on meeting the needs of the students;
- that career development is a continuous process that can and probably should be fostered and influenced by career education;
- that ultimately, regardless of what we do in career education, the individual student has to articulate the meaning to him/her, and the individual has the ultimate responsibility of making career decisions;
- that the quality of the educational and career decisions made by the individuals is a function of the kind, amount and quality of the information about self and the world of work that an individual has available;
- that vocational agriculture and the FFA has been and is a viable program for helping students become aware, explore, prepare, become placed and advance in an agricultural occupation;
- that if career ecucation really does what it is supposed to do, students will want and in fact demand more and more relevant educational programs to help them attain their career goals and aspirations. Properly done, career education has tremendous implications for vocational education.
- that mid-career adult counseling is becoming an increasingly important, and needed and demanded service in our contemporary society;
- that in-service education of teachers is one of the biggest needs in order to get career education implemented throughout the country;
- that unless done properly and conceptualized, funded, planned and implemented properly, perhaps career education shouldn't be attempted at all;
- that career development happens as an individual matures regardless of whether or not a planned program of career education is available to foster, influence and assist the individual in the career development and vocational maturity process;
- that individualized attention is important for each student and that vocational agriculture teachers and FFA advisors do provide awareness, exploration, preparation, placement and on-the-job supervision and follow up needed to meet the needs of the students. Vocational teachers are student and career oriented.
- schooling is different from education; much career education happens outside the school.

The implications of this information/material for community based collaboration are:

- If a job is seen as everyone's responsibility, probably no one will focus directly on it.
- Individualized, one-to-one attention is important. The strength of our system depends on the plurality of the approaches that we take.
- The agriculture program in John Bowne High School has about 10% in agriculture (400/4000). There are 3 primary programs: technical (production); ornimental horticulture; and small animal care. It is more college oriented that vocational oriented. Students in technical agriculture are placed on farms for experience during the summers following the sophomore and junior years. Community involvement is important in this placement and supervision.
- Teacher/employer relationships are extremely important to make sure the student gets a profitable experience.
- Deal individually with each student. The strength of the program in vocational agriculture and FFA is the technical subject matter knowledge and skills development; the integration of employability, leadership and social skills through FFA; and the supervised occupational experience program which are integral parts of the program. In vocational agriculture, the focus is on the student and each student gets individualized attention.

How FFA might relate to career education are the following:

- The organizational structure is set up and works well. The FFA has a national organization, a state association and local chapters. The whole program of FFA is full of activities and materials that relate to career education concepts.
- Through its local program of activities, which includes twelve divisions, the FFA as a leadership organization is involved in many cooperative and collaborative efforts with the community.

Examples of collaboration:

- At John Bowne High School, a technical advisory committee is in operation for the horticulture and small animal care program.
- Many vocational agriculture programs throughout the country have overall advisory committees made up of representatives from agriculture and farming.
- A good relationship exists with employers.
- Public relations and the development and maintenance of relationships are extremely important.
- If asked, farmers and the agricultural business community will respond and cooperate and collaborate with the vocational agriculture program.

George R. Preston, 4-H

The magnitude of the teacher support system in city schools is great.

The work that we are doing in 4-H in NYC seems to be duplicative in some ways. We supply prepared science programs developed at Cornell along with training in some university based specialty areas. There seems to be room for a greater understanding of what each other is doing.

The Human Relations Lab for co-op students was very impressive. There ought to be a way of extending it as a model.

There appears to be little collaborative effort between city schools and out-of-school youth serving agencies.

The size of the system requires special attention, but fundamental problems seem the same as what other systems fare.

How about using concepts like utilization of volunteers, multiplier effect, etc., in establishing criteria for proposal for funding?

Funding patterns discourage needs assessment and planning based on needs.

Cooperation seems to be with the business world.

Fran Greenberg, Women's American ORT

I learned that social organizations have much to contribute in expertise to providing preparation for the world of work, e.g., business and professional women.

More collaboration at an earlier stage would be better.

Co-op education would be able to expand PGL to every school with adequate funding.

New York ORT has school and students learn at their own pace.

MINI-CONFERENCE DISCUSSION

Don: We and the board began to work together very early. The program is focused on workstudy with the rule that 65 percent of funds had to go to wages and salaries. Jobs are part-time during the school year and full-time in summer. A placement emphasis at the end attempts to reach 60 percent of all enrollees. It was also decided to focus on those students who tend not to do well. CCOE came back with a program that met these guidelines. We're still trying to get approval from the Board of Estimates, although the program has started with Board funds. There are 1,000 students involved (110 high schools in New York City and 10 alternative high schools).

George Q: We have career education programs in 650 of about 1,000 schools in New York City.

Art: Economic Development Council (EDC) is staffed with on loan, retired people as well as small paid staff. ABLE is a National Manpower Institute (NMI) Council.

Floyd: EDC got into the area originally serveral years ago when business began to complain about overlapping contacts to B/I. The board of education was seeking more cooperative work stations, speaker's bureaus, etc. The Council that was set up involves B/L/I/E. We felt we eventually had to have a staff to institutionalize the council. We received a NMI award for the education-work council.

Doreen: Before ABLE there was the Open Doors program. This is a resource center to link the world of work to the schools and to develop materials, including a guide to B/L/I resources. The resource center also has industry-sponsored material. It conducts workshops in the summer for teachers, puts out a newsletter, does career fairs and the speaker's bureau is one of the largest projects. We're starting to work with scouts. Most of our work is at the high school level, some at junior high level. We have inadequate resources to serve the elementary level.

Art: On June 13 we will have High School Recognition Day. Seventy-five schools submitted 200 education-work programs. Those selected will be honored by EDC (at Union Carbide). This is an effort to show positive things in the high schools. Student winners will also get a day-long shadowing experience.

Tom: We work closely with Open Doors, especially in terms of teacher training. We're now trying to work more on businesses in the boroughs. We've done most of our work with Manhattan businesses, but 95 percent of the workers are with employers of less than 100. We are now trying to work with the notion of organizing B/L/I on a local community level, rather than city-wide.

Bob: Our support is related to all education, not just career education or vocational education. We have set up 16 regional coordinators throughout the state, though their programs differ and their backgrounds differ. This is supported through the state plan for occupational education. The dollar commitment is small, but leads to investment by B/I at the local level. The best feature is that both B/I and schools feel ownership of their joint effort.

Eli: The Advisory Council has been operating since 1929. We also have 50 industry based specific commissions. Our work has been more in vocational education and occupational education than career education. We haven't dealt with awareness or exploration. The Council and commissions have input to schools:

- Identify job trends;
- Define hiring requirements of employers;
- Review curricula for adequacy in terms of needed competencies, attempting to standardize across schools;
- Helping in selection of equipment;
- Student information/counseling/recruiting in junior high, including some work with parents/kids to elevate image of field;
- Teacher training;
- Job finding and creation; and
- Contributions of supplies/equipment.

The following are two current projects:

1. Electronics and related areas: defintion of entry level jobs available to high school graduates and implications for high school curricula. Will try to answer: "How much specific training is needed for specific occupations?"
2. Working with Don Menzi, commissions and state labor councils to get more solid job trend data, both quantitative and qualitative. Works with panels of employers.

There are two key questions which are as follows:

1. How do we convert our advisory process to serve the broader field of career education?
2. Tension between some school people and B/L/I; some employers are very skeptical that schools will listen or be able to do the job even if they do listen.

Renee: WE are getting private sector jobs in 475 large companies and 75 government agencies. We combine classroom theory and job experience. We operate at 11-12 grade in 83 high schools (over 10,000 students). Students alternate one week in school, one week work. Students usually remain with the employer after graduation. These programs have been operating since 1915.

The Urban Coalition did a brochure ("Put a Student in Your Business"). NAB and the Chamber of Commerce helped by sending out letters for job development. We operate Skills Training Centers to help students who are refused jobs when they interview. One of our weaknesses is getting classroom teachers to relate their academic teaching to the job experience. Open Doors is helping.

Juanita:

- CCOE: The Career Education Implementation Unit has 4 major programs;
- ICE: Implementing Career Education, these are staff training courses and are being revised to get teachers more into the world of work;
- SCECAMP: Cluster based program; relates curricula to 15 clusters;
- PROM: Staff development team to work with the schools. It is just starting in career education;
- ASCEND: A dissemination effort; developing packages describing innovative programs to try to keep those programs going after outside funding ends.

We need help at the elementary school level. Business isn't that willing at the lower level. High school is too late, especially for attitude development.

Anita: We were impressed by the cooperative program, especially the personal growth aspect. The teacher was excellent in giving students security and ability to meet and work with people with ease. Giving students the feeling of self-awareness and motivation is the key. We have to put more emphasis on making the teacher motivated so he/she can motivate the kids.

George: I was skeptical about a five-day training program. The kids in the program were not the superior students. But it did make them articulate, in their way. I feel it did work, even if it didn't solve the problems of the world.

Carla: After the 30 hours, the students stay in touch and support each other.

George Q: The carrot on the stick was that they were getting skills to help them get a job. It was based on reality. They got specific employment skills.

Al: Do cooperative programs focus on employability skills?

George: Not to the extent this course offers. We need to do this in more of our cooperative (co-op) programs. But we have 300,000 high school kids. The program you saw can only serve 20 a week.

Maude: This program is for the shy student, the student who is having trouble getting a job due to various problems.

Agnes: The greatest need is at lower levels. Teachers must be motivated; and then the kids.

Al: The key is to find out what motivates kids. We should spend more time finding out what does motivate our students. Then we can foster their interests. Find out what kids' interests are and find a person in the job who can serve as the motivating source.

Besse: Once students become aware, success begins. The question is, how do we learn why student motivation is low? We need to know what role parents do and can play.

Agnes: The entire community must become more aware. This is the role our organization can play.

George: Lack of motivation affects all learning, not just co-op students.

Maude: Some of the kids in labs aren't shy; they're overly aggressive. We serve this kid, too.

George Q: We've had complaints that the co-op lab is sensitivity training; it isn't. People need to understand why this personal growth is the key to being a good worker.

Earl: What is the student-teacher ratio? And what are the experiences that kids get?

Maude: Usually 12 to 1. Kids see videotapes of kids applying for jobs and get to analyze interactions. They also study TA to analyze others (and their own) actions: what's adult behavior, child behavior, etc. They roleplay interviews, which are then videotaped, and they analyze their behavior. They do feedback and filtering exercises. If they aren't ready in 5 days, they can stay or we find a very careful placement for them. If they need clothing, we give them what they need, but we usually rent it to them.

Anita: Contact with B/I evident in the co-op is needed elsewhere. But education doesn't have a good press. The criticism we get needs to be more positive. Organizations not in education field can be helpful in getting more positive press. ORT could do this.

Mitchell: There's a success story here to be told. Has the press been involved? What we saw was a student "revolution." The media should cover this.

Maude: We did have something in the Times. We also have graduates in ad agencies; they help us to get public affairs spots. You can also use these spots to recruit volunteers to help and to work with kids.

George Q: Brooklyn Gas has offered to make a film on career education in NYC.

Tom: The biggest problem we have is communication. We have an enormous population. We have trouble reaching our own teachers and administrators. We use the press to get to these groups. You also have to know where community groups fit in and where teachers will let them fit in.

Anita: In New Jersey, we're working on coordination of all the groups involved. We also have to upgrade the image of the teacher. Volunteer groups can help do this. Groups need a 5-year, 10-year plan of action. We too often do things only in emergencies (e.g., CETA).

George P: Site and scale in NYC and lead to assuming it can't be done. But problems here are found elsewhere and can be solved bit by bit. The collaboration I saw yesterday didn't seem to involve youth-serving agencies other than B/L/I.

George Q: All community based organizations are on the Manpower Planning Council, People's Economic Development Corporation in South Bronx is upgrading that area and is using 20 of our students in building trades. We do have linkages to these other groups, but we haven't paid enough attention to out-of-school youth who still need help.

Besse: Why not have role playing between teachers and kids so teachers can see how kids feel about them?

George Q: That feedback does come, like in board meetings where kids say how they feel.

Al: Co-op education is really vocational education. I'm glad co-op is being utilized. It's the sleeping giant in vocational education. Do you see co-op as part of career education or vocational education? What will a teacher do differently as a result of involvement in co-op education?

Maude: It's not vocational education because it's not for a specific job (and one-third of the kids go on to postsecondary training). Also, kids switch jobs.

George Q: Technically, co-op is vocational education, but it's part of career education. It grew up in vocational education and gets its funding from vocational education.

Al: What is happening to the kids not in co-op? (11,000 of 300,00 are in co-op).

George Q: High school internships is another. City-as-School is another (supported through division of high schools) with our input, there is more focus on careers in this program.

Suzanne: Youth agencies can fit in because there is no way the board of education could serve all high school students. For example, courts refer some girls to us. We work with creative arts in East Harlem Career Center (alternative junior high).

Al: We often feel our own organization has total responsibility. The strength lies in our working together.

Anita: You don't always have to serve a million kids. Smaller numbers are important, too. We've helped get things started, such as career days and speakers. Schools later pick them up.

Tom: We have to convince people that the whole community is needed in education. Society can't just dump kids on schools and go to work. Schools must see this as well as B/L/I. We especially haven't reached out to the unions and small businesses. We've spent our time with the big businesses.

Bob C: Cooperative effort is the key. Last year, Junior Achievement started an ad company. This year we started a clerical company through Black Professional Women's group. We also work with groups like sales executives' clubs to teach kids how to sell. There's so much that can be done. One problem is turf. We tried to have a meeting of all groups involved in economic education to see how we could coordinate better. It never worked; people didn't want to give up their "property."

Maude: New York is the biggest town in the world. Bigness can be an excuse or unfair criticism of us. We knock our city.

Mitchell: A lot of education goes on after 3 p.m. We should use other youth agencies at this point.

Bob B: Unions have been helpful. No agency or group has ever turned us down for speakers. We start with just the big companies, but we later went to service clubs to get local business people. Local businesses know what the local problems are. We have 150 organizations involved with the ninth and tenth grades. Kids must do one field trip per month.

Besse: I'm one of your speakers. The kids love it. They ask good questions.

Agnes: Legion is too often misperceived as only for veterans. But we do do other things. We have trouble getting the trust of the NYC Public Schools Last year, only 3 of our scholarships went to the NYC Public Schools.

George Q: We'll work on that!

George P: Community agencies with their experience in using volunteers, could help. For example, the personal growth teacher we saw could train volunteers to offer this course. But we often think we have to pay people; we don't.

Earl: JA recruits right out of schools. We develop good relationships with educators; and we depend heavily on B/I volunteers.

Art: The professional staff (JA and teachers) at first felt they had to be there to run the show. But we learned to stay away a little; it works better.

Maude: Can we use retired people to work with kids, especially to learn skilled trades? We do this and it works well.

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Al: If asked, most people will respond. Too many times we fail to ask for help, or else we don't ask at the right time or in the right way to get a possible response.

Bob U: One of our problems is that educators think everything has to fit our curriculum mode (we can only use a speaker next Tuesday at 11 a.m.). Also, there have been suspicions of the motives of outside groups. We have to get beyond this. Outside organizations and educators must work more in joint development (American Cyanamide and Amway have done this in economic education, American Management Association has Operations Enterprise, a summer effort for kids. VIVCA, FBLA, etc., are community organizations that also collaborate with schools to do a lot). It's good now to see some cases of academic credit being given to kids for community based learning. Explorer Scouts Career Survey is another case of real collaboration.

George Q: Teachers in this city are open and ready to do this. The reluctance here has been more on the part of business, who have not been willing to open up fully.

Suzanne: Volunteerism isn't dying, it's changing. Mothers are a group we always tap; but many now work so we've gone to others. Sixty-five percent are now working single people (men and women). We've found these people to have more experience and more dedication. They aren't just in it as long as their kids are. Also, you can't lock people into certain time periods; you have to be more flexible. And you have to do this on a local basis, not from up above.

Agnes: People of the community are often so busy; we can make an input if we work together with schools.

Bob B: The person who's busiest is often the best. They're the most committed.

Maxine: NFBPW has 6 clubs in Manhattan. They're a reservoir of women in a complete spectrum of education. We have structured programs for career exploration through role models for boys and girls. Many of the local clubs would rather give scholarships to local people than to send them to the national office. They're eager to help. This is a tremendous resource. In some cases, school people resist because they feel they have to work with all if they work with one. Youth Career conferences have also been put on by BPW, another example of a structured program.

Bob M: Each organization has something to offer. The importance of collaboration is deciding who is best to do what when.

Mitchell: There's no shortage of materials to be delivered. Is there, built into the incentive system of teachers, recognition for teachers who really do career education? Maybe we haven't put the right carrots in front of teachers or administrators.

Tom: There are barriers. Teachers must schedule trips, do extra work, insurance problems, etc.

Anita: Field trips are a problem; funds are short. Volunteer groups can help organize the trips, but we can't pay for them.

George Q: Could ORT help us schedule trips?

Anita: I can't promise, but we can try.

Bob B: We do our own scheduling and have a complete insurance program. Often, schools don't even know they get 4 trips a year.

Tom: In high school, other teachers object to kids being gone from their classes.

Bob C: We have a job of selling; nonprofit groups don't sell the public or schools enough on what's in it for them. It's not all the board of education's problem. We need to make people understand what happens in the community experiences. Most social agencies don't talk the language of those they want to "sell." Also, you need to talk to the right people.

George P: Often, community groups think "how can this school help me get my job done?" We should approach it as: "what can I do to help you?"

Tom: One problem is evaluation criteria based on how many people you served, not how much interaction you got.

Besse: You need to work more on your local community. You don't need to go far away. There's much in the local area.

George Q: We funded 5 schools to have kids do a local community survey. The incentives used were as follows:

- Pay them for job development
- Awards
- Certificates
- "Wine and cheese"

The moderator asked each of the participants to respond with free association to the word "collaboration." The following are their comments:

- team work
- sharing
- creativity
- planning
- meeting
- mutual goal setting
- clarification of role
- trust
- concern
- coalition of knowledge
- responsibility
- one-end result education
- pooling of resources
- people
- respect

- helping
- listening
- understanding
- openness
- contributing
- volunteer
- caring community
- accessibility
- togetherness in objectives
- forgiving
- New York City

The moderator then asked each of the participants to respond with free association to what "collaboration is NOT." The following are their comments:

- career education
- isolation
- impossible
- affair of school alone
- yet here
- easy
- compromising (we can all achieve our objectives)
- worrying about taking the credit
- self-serving
- one-to-one
- replacement for school board
- negative

Again the moderator asked the participants to respond with free association to "constraints to collaboration in career education." The following are their comments:

- territorial rights
- attitude of trust
- lack of understanding of levels of operation
- poor incentives for teachers
- regulations, rules
- lack of delivery mode
- ventilation
- stimulation
- lack of accountability
- lack of direction
- lack of money
- demand, supply in world of work
- lack of clearinghouse on what's being done
- ignorance of process skills
- knowledge of people involved
- complexity of systems
- lack of ownership

- lack of staff
- insurance problems
- too much control
- too much security, not enough security
- ignorance
- too many kids
- lack of public relations
- lack of clarity
- demand/supply of existing needs
- ignorance of youth
- ignorance of changing population
- poor management of resources
- insecurity of leaders involved
- poor utilization of resources
- fallacy that someone could do it all
- appropriations don't match authorization
- misconceptions of careers
- inflexible curricula
- unclear defintion of key terms (career, work)
- too much professional mobility (change of command)
- low morale
- lack of imagination
- not clear when career education begins
- departmentalization
- Washington

PARTICIPANTS' RECOMMENDATIONS

The participants' recommendations were as follows:

George P: Explore using volunteers to do some things the board of education can't do by itself.

Mitchell: You need to focus more on what happens to the learner. Help from professional evaluators on the outside could be gotten.

Besse: We need baseline data as well as change data. Have to verify data, too. Go to teenagers, get feedback, and use the data. Volunteer groups do this; schools should.

Agnes: We can assist the board of education to present its efforts, but we aren't asked. We want to do more in career education. We send out mounds of literature but schools don't use it or call us.

Maude: We'd like help with evaluation. It's costly and we'd like to do long term follow up.

Bob M: More identification of unique strengths of groups and less duplication.

Bob U: That's what ABLE is about. People here who are not in ABLE should join.

Mitchell: Private sector interest is being segmented in two ways: 1) internally by businessmen who belong to so many groups; and 2) all groups involved in career education, including schools, all coming to the same business at once. We must develop a common framework for the private sector to see and we must allow the private sector to contribute in a way that's not confusing or overburdening.

Bob C: We need to see how to make kids career oriented as well as education oriented.

Besse: We must begin this very early, even with Head Start.

Agnes: Our publication Need a Lift goes to all schools every year. It can help.

Tom: Collaboration is stronger at upper grades. Career education is stronger at lower grades.

Maude: McGraw-Hill is only interested in older kids.

Bob U: Big industry is more interested in secondary, and that's a downward extension of historical postsecondary interest. Also, industry is interested in education across the board, not just career education. We don't need two collaborative outfits, one for career education and one for other problems. If we try to pigeonhole their interest, we'll cut it off.

Bob C: Identification of careers; can't do at a young age.

Maude: You familiarize kids with the world of work.

George P: You can work on work attitudes.

Maxine: You have to work with young kids if we want to give them an understanding of our economic system and belief in it.

Tom: We don't really know what exists in NYC. Schools aren't all the same. Businesses aren't all the same. We don't know what their diverse interests are. We have to involve them if we're to know. We need a systematic approach begining with needs assessment.

Besse: Chamber of Commerce knows the business community; every executive of every chamber meets once a month in a meeting. There are 62 Chambers in NYC.

Ernie: We tried to identify service organizations in our community; send out a one-page questionnaire to ask how these groups could help/be helped by schools; then put together a community resource bank and send this to all the schools. ABLE could do this on a citywide basis.

Bob C: Ask people in the local community who the movers and shakers are. It may not be those you see in the headlines.

Besse: Churches and temples are another segment of the community that could help.

Bob U: Invite education chairpersons of scientific, technical and trade groups to sit down. These people are elected each year; it's hard to find them but it can be done, often through national organizations.

Tom: The key problem is how to get Board of Education to contribute tax dollars to this effort. Vocational education doesn't want to carry career education any longer.

Anita: It's up to outside groups to lobby. We need to keep informed as to what's happening nationally; can OCE do this? Our organizations can have a strong political impact.

George P: What we really need is local people sitting together from schools and community organizations.

Besse: Why not try on a demonstration level in one neighborhood?

Al: We should also do this on the school level and get teachers to talk to teachers.

Agnes: We'd like to collaborate to support legislative efforts.

Tom: How do you do this?

Jeanne: We do need to get other groups involved to back the effort; especially at budget time.

Ernie: Use community school boards and district office; show them what's available and involve them in identifying problems, needs, etc. Build ownership.

Bob C: I see a lot of pieces. We need to know what we want when we talk to B/I.

Bob U: Section 134 of the Vocational Education Amendments provide funds to bring B/L/I into classrooms. We need to look at this and see how much money there is and how to use it.

Bob C: We need to get cooperation of the board of education. We also have Project Business in junior high schools (classes in schools taught by business person).

Jeanne: Youth Leadership Program: 121 clubs in the state (7,000 women). Each club produces one young lady. We do a seminar on careers. We pay all expenses. We try to get them interested in jobs in businesses and the professional world. Some clubs send more than one person if they wish, and can pay. Women from all over come to present on their careers, many non-traditional ones. Young careerists: one woman/state in a career chosen as part of Youth Leadership Program. We need board of education support to make these programs work.

Bob M: Where's collaboration in the broader sense, between the community agencies (aside from minimal contact between each organization and board of education)?

Agnes: We need a file of all these organizations and what they have to offer.

Al: It's also important to individualize, to pay attention to each youngster. What happens when the youngster doesn't come to school any more?

Tom: There are efforts in and outside the board of education on this but I don't know if they're pulled together.

Maude: Advisory councils are important. They are very supportive.

Tom: You need to act on their advice if you want council members to feel they're needed and useful.

Ernie: How about recommendations from OCE and clearinghouse at federal level on information on collaboration?

Bob U: We need to find common goals if we really want collaboration, not just cooperation.

Appendix

AGENDA

8:45 - 9:00	Registration
9:00 - 9:30	Introduction
9:30 - 10:00	Audio Visual Show
10:00 - 10:15	CCOE Directions in Collaboration/YETP Adult Program - George Quarles
10:15 - 10:30	ABLE/Open Doors A. Stewart/Frances Lowe
10:30 - 10:45	Coffee Break
10:45 - 11:00	Advisory Council/Co-op Education Eli Cohen/Renee Sherline
11:00 - 11:15	Implementation/Business and Community Affairs J.O. Ward/T.F. Kane
11:15 - 11:45	Questions/Answers/Wrapup George Quarles

NEW YORK CITY, NEW YORK

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Akron

MAY 30·31 1978

ON-SITE MINI-CONFERENCE IN COMMUNITY COLLABORATION

EXEMPLARY PROGRAM: Akron Public Schools
Akron, Ohio
Nick Topougis, Site Visit Coordinator

PROGRAM PRESENTATION

Context

Akron, Ohio is a city of approximately 275,000 persons, of whom about 90 percent are white. Manufacturing establishments are primary employers in the area, with professional services running second and trade occupations third. The district consists of 47 elementary schools, 10 junior high schools, and 9 senior high schools, with a total enrollment of close to 50,000 students. A total staff of approximately 2,500 serves classes averaging 28.5 students per class.

The Akron Board of Education and the Akron Regional Development Board (formerly the Chamber of Commerce) have a long history of close association. The Regional Development Board works closely with the board of education to help it fulfill its educational mission. Relevant activities of the Development Board are quite diverse. It analyzes board of education levy requests and promotes educational fund raising efforts. Its Business/Education Committee, composed of volunteers representing business, labor, industry, the Akron Public Schools and the Akron Board of Education, advises teachers and administrators on how to deal with career related curricula problems. This committee represents the basic decision making body for expanding and improving collaboration efforts between Akron's businesses and schools. Their efforts enable over 1,000 resource persons to be involved in classrooms on an ongoing basis as speakers, exploration site sponsors, and in other roles. Other organizations, including the National Alliance of Businessmen, the American Society for Personnel Administrators, the Building and Construction Trades Council of the Akron area, the Urban League, Goodyear Tire and Rubber, General Motors, the University of Akron and Kent State University, service clubs and youth clubs offer students and teachers both in-class and field experiences related to a great variety of careers. To coordinate these efforts between the business community and the schools, the school district office has assigned a team consisting of a career education director and several coordinators.

Activity Description

Grade levels, years of operation, size

This program was first implemented in 1971. By the 1975-76 school year its career education activities spanned grades K-10. (Partly for reasons of funding, the Ohio Career Development Model upon which Akron's program and the program evaluation were based has only been developed for grades K-10.) Eleven elementary schools, three junior high schools and two senior high schools offered a fully implemented program in that year and participated in the formal evaluation. In grades K-6, 7,437 students were involved; in grades 7-8, 2,234 students; and in grades 1-10, 1,933 students.

Major Aspects of the Program:

There are seven personal development areas which the program focuses upon:

1. Self;
2. Individual and environment;
3. World of work;
4. Economics;
5. Education;
6. Employability and work adjustment; and
7. Career decision.

A classroom teacher who cares is the vital ingredient of a successful career development program. Consequently, staff development is a high priority of this program.

The elementary portion of the program focuses upon:

- Task completion,
- Dignity of work,
- Self-worth/pride.

What does the career education staff do?

- Works closely with curriculum specialists to develop classroom materials;
- Develops individualized learning activities with a career education focus, in math, science, reading and social studies;
- Assists in the distribution of materials;
- Puts on demonstrations of class presentations which could be done on various educational levels;
- Identifies community resources, speakers, field trips, etc.;

- Plans and implements in-service programs to meet individual "building" needs and citywide needs; and
- Attempts to help teachers take over the career education program.

Community collaboration. "Warm Fuzzy Co." is an example. It involves a lawyer, several local manufacturing companies, etc., prior to the young people developing their own company.

Elementary programs are the essential aspect of career education. Career awareness will help adolescents make the necessary choices during the orientation and exploration stage. A pilot program, "Classroom and a Department Store." enables the 4th graders to spend a whole week in a department store. The students are able to set up displays, work cash registers, etc. The elementary career education program is an essential part of the developmental process.

Ohio's Career Development Continuum

K-6	7-8	9-10	11-12	
career motivation	career orientation	career exploration	vocational education	technical education
				adult education
Special programs for handicapped and disadvantaged students				college

Note: K-10 programs for all students. Secondary students opt for either a career exploratory program (nonvocational programs generally for college bound students) or a vocational cluster.

Flight Plan for Career Choice: This manual is only a part of the career education funded project; however, it is a priority for community/school collaboration.

The ARDB Business/Education Committee is a work task committee, not an advisory committee. Needs are identified and the committee breaks down around identified needs. Subcommittees serve as resources for meeting these needs. (Five identified needs were field experience, career resources, education and communication, job preparation and placement, and technical careers program.)

PARTICIPANT'S SELF-REPORT

Larry Marshall, CETA

The experience with Mr. Gene Scruggs, Director, Work Experience Program (WEP) of Akron Public Schools was very productive. I was privileged to visit with Mr. Scruggs and his staff for approximately one and one-half hours. This site visit afforded me an opportunity to meet a dedicated and committed staff of individuals who obviously believe in CETA goals. The highlight of my visit came during the conference with staff when I had a chance to visit with a student in the WEP program. His career goal was graphic art.

Overall, the Director of WEP had done a very effective job in cultivating and developing "hands-on" work experience related to the vocational interests of individual student pursuits in the regular school program. Since the Director is employed by the Akron School System it would appear that a base for collaboration has been established. This effort clearly reflects a strong desire by the CETA staff to participate in a model that would ensure greater community participation.

The infusion model implemented by Akron is similar in many ways to what we are doing in Houston. However, the Akron model has greater merit because of the reporting structure of the Director (Coordinator) of Career Education. This office is separate from vocational education according to my understanding of the arrangement. Career education must not be confused or given the usual vocational education image. Career education is universal.

The greatest example of collaboration in Houston is our Contemporary Occupation Training Center (COTC) and the CETA based Career Education Center (CEC). This is a multiple funded project involving the Houston Independent School District, State Department of Human Resources and City of Houston, CETA Programs Division. It represents a joint venture of three different institutions that may serve as a model for the country. The primary focus is on attracting students that have dropped out of the system. The program also has the potential to involve suburban school districts.

Cecilia Cordeiro, Girl Scouts of the USA

Career education in Akron appears to be a school system based and school sponsored project which does not fully utilize the community organizations represented at this conference. Exploring BSA program surveys 40,000 high school students and extends to approximately 40 high schools and junior high schools in the area. The program seems to follow the guidelines and delivery system of national BSA program. Exploring's Career Interest survey is given to approximately 40,000 students. In this area, BF Goodrich processes surveys. Copies of survey results are given to the school for use by guidance departments. The Exploring program does not seem to duplicate the school system's career education program. It is a long term project involving four to eight hours per month of hands-on experience. Problems/concerns as perceived by Exploring staff, BSA are:

- To deliver the program, it has to be sold to school administrators. However, the teacher is the link to the success of the program; and
- The teacher must understand and be willing to promote the program in the school.

The Girl Scout Council does not have a separate program for career education. The Council serves 14,000 girls in three counties in this area. This year, GSA sponsored two events for high school girls which included a career education program. The three-day event was called "Lifestyle 80." The program was as follows:

- Day 1
  - Each group shadowed role model for a day on the job.
  - Role model took the girls home after work for a typical evening.
  - Girls and their models reassembled at 11 p.m. for debriefing.
- Day 2
  - Workshop topics were decision making, values, communications, social issues. Facilitators were female youth agencies' workers.
  - Note: Role models at debriefing sessions decided to form a support group and they have met regularly as a women's network.
- Day 3
  - Panel of women in different jobs/situations.
  - Two career education events were held at the university campus for elementary education girls.
  - Female role models worked with girls in simulation and "making" projects.

The highlights of the program were:

- Residential weekend program;
- Each event served 150 girls;
- Before the event, there was a career interest survey of registered Girl Scouts in Akron;
- A cluster of 50 occupations was selected;
- Fifty female role models in nontraditional jobs were recruited from the local community; and
- Girls were divided into groups of five girls and matched with a role model.

Community agencies seem to need to maintain their identities and need to have some control over their programs even when they duplicate another agency's project. Schools do not seem to want to yield control of their projects.

Community agencies' and schools' jurisdictions or territories differ, which makes it difficult to establish and maintain collaboration. Every phase of collaboration involves direct costs and alternate costs for each agency.

In my community we have 60 school systems in the area covered by my agency. Opportunity for cooperation in career education exists in individual systems after contact is established between school administrators and the Girl Scout Council staff member in special target areas. One of the goals of the Girl Scout career education project is to eliminate sex stereotyping. Our agency employs men and women in many roles and we have had tours of the office for 1,000 girls and 200 women in the past six months. The tour follows a presentation of difference; a human relations program. Other projects have included a weekend project focusing on today's world: issues, lifestyles, career awareness and choices for 100 junior high girls and 30 adults.

One of the school systems in my jurisdiction has proposed a three-pronged collaboration project involving Paramus High School/Exploring Division of BSA, and Girl Scout Council. Exploring would provide and process career interest survey. The high school would select clusters of careers. The Girl Scout Council would recruit resource people for female role models. All three agencies would recruit resources from the community in general. The program would be held as a career fair to be followed up by opportunities for shadowing and internships for nonschool hours.

Marianne Abrams, Chamber of Commerce

In meeting with my counterpart, I learned that they have been closely involved with the Akron school system. Because the school system needed their help in the passing of levies, bonds, etc., for the financing of the schools, they worked closely with the chamber opening their books for scrutiny. This led to the chamber feeling very comfortable with the schools and willing to work on career education.

Some 200-300 businesses and industries have worked with the schools helping to provide career education in its many forms. Of this large number of businesses, some 40-50 are the ones which have much the more solid commitment and delivered the best program. These firms are relied on more heavily for program participation and delivery. Most of them have their home office in Akron and therefore are more heavily committed (the total number of students served is 14,000).

There is one very significant difference between the Akron program and mine. In Akron, the schools have taken full responsibility while in Boston the main push for our program comes from the business community, and is regarded as "an outside resource." I'm quite envious of the arrangement here as the school system can be held accountable for its progress (or lack of), and delivery of services to faculty and students. But there is one danger in the Akron arrangement: do the educators fully understand business and industry and know how to best use the resources available?

Several in-service training programs were taught by business people to faculty members. One was a fifteen day seminar.

Ralph Schulz, Junior Achievement

Junior Achievement's primary purpose is economic education but because of our "learn by doing, hands on" technique we become a sophisticated career education program also.

Three observations were readily apparent after yesterday's session:

1) Akron is fortunate to have a school system who places the primary emphasis upon career education.

2) From what the career education staff thought was an absence of materials, they developed excellent materials.

3) The career education program has become a massive undertaking involving the coordination and use of many resources. Some outside organizations may be of use to the school system due to their special contacts and resources. Outside organizations are not currently being used well.

As Dr. Hoyt and Jerry Ryan stated, the educational system cannot and should not bear the complete burden of career education. Business and labor should be as involved as possible. Junior Achievement has spent the better part 60 years developing and utilizing that very involvement. For that reason, JA can be of great service to the career education programs.

Collaboration involves two or more parties contributing those resources that they best can offer. When the time comes that a necessary resource is not available to any of the parties, it's time to include a new party who can offer the resource. In other words, collaboration does not always involve a 50-50 partnership, but both parties should strive to make their maximum contribution.

JA school system collaboration in Akron could eventually involve JA activities in all five areas of career education in Akron (career/motivation, orientation, exploration, preprofessional and vocational education). In the short run, however, JA is best suited to aid in the career exploration orientation stages (through its ninth grade program, Project Business) and the preprofessional and vocational education stages (through the high school and college level programs).

JA operates ninth grade project business, high school Junior Achievement, college level applied management, summer job education and general public eonomic awareness as regular programs. An elementary fifth and sixth grade program is in the experimental stages.

JA is able to provide the school system with the following benefits:

- Contact with the business community. JA is a 60-year-old economic and career education program with a proven record of success. Business leaders who have worked with us in the past have seen our success and trust that a program run by JA is a sound one. We have proven time and again that we can provide a well-administered, packaged program that will work. Therefore, fund and manpower contributions are easier to justify. The award of the $750,000 Kellogg grant for Project Business is indicative of this.
- JA can provide tested techniques and materials as teaching aids. They have been tested nationwide in controlled and evaluated experiments.
- An existing administrative structure provides a top for business resources. JA funds all of its programs from contributions from the business community. We are barred by our charter from accepting municipal, state, federal or United Givers financing.

The school system, in return, is best suited to provide the following benefits:

- Provides access to the students;
- Provides a teacher whose expertise is essential to the success of a noneducator trying to succeed in a classroom environment; the teacher is also the key to physical resources within the school;
- Provides physical support such as transportation to and from field trips, etc.; and
- Provides academic credit for involvement in JA; most other states have already done this as far as JA is concerned.

A primary concern to JA is that it maintains its independent identity and image. This is one reason we don't solicit government funds. By remaining independent financially, we are free to develop independent programs.

JA works hard at making itself more accessible to educators because we recognize that we are all part of a bigger effort in economic and career education.

In summary, a look at JA school system collaboration reveals a positive but limited collaboration taking place. Maximum collaboration might be reached by:

- School approval of academic credit for JA;
- School providing transportation and substitutes for field trips (with JA remaining to secure financing for administrative and material costs); and
- Schools allowing a free hand for JA to exercise its proven methods of training, monitoring and service to classroom; at this point, the school system does not allow independent identity.

Since the program wasn't meeting, we discussed program in-office at JA Center. The following information was discussed:

- Project Business:
    - Funding - JA responsible for even transport and subfees. Most other area schools pay.
    - School system support - Excellent.
    - Expansion - JA Board stands ready to expand at reasonable rate.
    - Training of volunteer consultants and teachers - Good; information somewhat inconclusive.
    - Conclusion - School support could use strengthening. School concern for integrity of program is unnecessarily restrictive in light of documentation available on the success of the program.
- Junior Achievement:

  Excellent support from schools and business industry. Academic credit is primary area where schools could positively influence JA.

The following are general impressions regarding Akron career education:

- "Flight" book offering career education ideas and synopsis of programs is very good;
- Career education belongs to community, not school system; and
- School's place is to develop overall plan and not use mechanisms offered by outside organizations.

George K. Kennelly, Rotary International

Somehow we have to gain acceptance by the educators that allow programs (Junior Achievement, Exploring, Career Days, etc.) are important and helpful in the full development of the youngsters and an asset to them in meeting their spelled out responsibility.

As I see it, we need to clarify accountability for career education. The organization and the individual are accountable. This is fundamental; (caliber of person assigned is manifestation of the importance that organization has for this endeavor).

Person accountable for career education should be brought into contact with community leaders of organizations that can enhance career education (possibly arrange for a forum); e.g. Junior Achievement, Exploring, Service Clubs, business and professonal groups, Chamber of Commerce, 4-H, Scouts etc.

The purpose, the goals and the objectives should be reviewed, understood and defined in writing, and agreed to by the group.

Resources and other assets, human as well as physical, should be identified.

Existing programs should be appraised and evaluated, e.g., in tune with goals and objectives of career education, which should be expanded, dropped, modified etc.? New programs needed?

It seems to me that the overall success of any career education program will be directly proportional to the effectiveness with which the above things are done (i.e. , establishment, accountability, get agreement of goals and objectives and coordinate programs and plans to make maximum effective use of resources and maximize cost effectiveness).

We all have priorities and self-interest, personally, business, and professionally. We vary on feelings toward value of education, direction it should take, curriculum, and expected results, etc. e.g., a top priority to me is the teaching of the free enterprise system. We just aren't doing the job. You can bet our competitors--Russia, China, e.g.--are teaching their system at every opportunity. Hitler did a pretty effective job in teaching Nazism.

It's inconceivable to me how little attention and effort are given to teaching the system and how little recognition there is to the vitality of the system to the future of our country.

I am on boards of Junior Achievement, Exploring, Distributive Education, Rotary Club and am involved in the schools. We will never be able to match resources of community with needs of youngsters unless we can come to an agreement on the importance of a coordinated effort.

Betty Lee, National Urban Coalition

It is difficult to ascertain what I "learned" yesterday. I was "told" a very glowing story about career education; about career education in the Akron Public School system. It sounded good! This may very well be true; however, no opportunity was given to talk directly with program directors, students, or teachers about what really happens. Amazingly, career education with its emphasis on experiential learning was presented in typical pedagogical style. In other words, the manner of presentation (all public school people) was hardly collaborative. To what extent community based collaboration actually took place, therefore, was not resolved. I was impressed by the emphasis placed on career education.

I did not have the opportunity to learn as much as I would have liked about the other community based organizations. I felt a sense of frustration because the career education program seemed fragmented, or perhaps one-sided. It seemed to be a public school show, with collaborative thrown in for a little seasoning. I don't know the strength of the neighborhood movement.

The implications are much what I suspected. I feel that Akron, like the majority of other U.S. cities, runs a closed educational shop. The community based operations apparently do their "own thing" on the outside and if they can be available for an occasional speaker or field trip visit, then all's well and good. I did not get the feeling that the community people had any real input into the ongoing career education program. This need not be construed as a positive or negative comment, but merely "the way it is." School people tend to protect their turf. Parent involvement in planning was not mentioned.

I feel that the community based visitors, myself included, do have a real concern about collaborating in a meaningful way with the schools. Community based groups have much to give. They deal with the "real world". The problem seems to lie in developing a mechanism where this can really take place and in developing an atmosphere of trust with the school people. I, for one, was placed on the defensive by the educators who seemed to view the community people as good receivers of a strong sales pitch.

My organization Jeff-Vander-Lou, a neighborhood development corporation could very well relate to a career education program. We represent an all black low income neighborhood where our young people must be offered all kinds of career exploration, career development, career role models. Our problem is that educators, at least in St. Louis, are very reluctant about allowing our "nonprofessional" staff to become involved in planning the career education curricula. We would like to reverse the planning mechanism. As a community based group having a broad vision of a total family scene and working toward the ideal of building a "better" community, we would like to initiate the career education curriculum (of course in consultation with school personnel and drawing on their expertise as it relates to implementation). In other words, we don't believe that educators are the only conceptualizers. Planning must definitely be a two-way street.

For example, in our neighborhood, extensive housing rehabilitation is taking place. This offers a fantastic opportunity for the schools to do some exploratory career programming in the construction fields! This has not happened in our neighborhood. Here in Akron, the Urban League, my counterpart for this meeting, operated the LEAP program, specifically designed for young people planning to enter the construction trades (St. Louis, too, has this program) but my counterpart observed that most of his referrals come from community resources rather than through the schools. I am unaware of the connection between LEAP and the school system in St. Louis, but I will investigate this relationship upon my return to St. Louis. I was very impressed by the number of placements by the LEAP program in Akron.

I don't have any idea about the extent of the collaboration that exists in St. Louis. I do know that all interaction with the public schools has been initiated by us. We have developed our own career exploration development program in the communication media field. Jeff-Vander-Lou secured the funds and designed the program and gave it to the schools. Our school wants to charge us to evaluate it. We have found that we can work directly with business and labor organizations more effectively than going to or through the schools. After we have collaborated with business and labor, then we go to the schools for acceptance. Until circumstances change, this will be our tact.

Maxine Nichols, The National Federation of Business and Professional Women's Club, Inc. (BPW)

I've had an excellent presentation of the career education program; Akron schools; but several unanswered questions remain. I am also highly disappointed there was no site visit. The last two weeks of school is not an excuse.

Congratulations are in order on the integration of career education into the curricula and especially in the elementary grades. A clear distinction is made between career education and vocational education. The statement that "career education belongs to the schools" sums up and reinforces the absence of receptivity to efforts of volunteer/community groups.

Many teachers do not know what collaborative resource groups and resources are available because knowledge by administrators is not disseminated within the school.

Industry and business - and thus the Chamber of Commerce - appear involved in the only collaborative effort evident via plant/office visits.

The local Business and Professional Womens' Clubs encompass the entire spectrum of careers, all educational or training levels and nearly all career fields. Therefore, at the minimum, the BPW's could serve as a ready reservoir of role models, especially for exposure of girls and concept of career exploration. In addition, of course, youth career conferences, career days, etc. planned given by BPW can serve as first hand eye-openers to boys and girls to broaden the range of careers they consider.

Moreover, BPW foots the bill for these programs, and as a consequence, these serve to augment the public school budget, a result that should hold some appeal for school administrators!

BPW local clubs also offer scholarships to local high school students for further training (including college). Sometimes it is difficult to get the administrators'/teachers'/guidance counselors' attention long enough to extract the names of potential recipients of these scholarship monies!

In other communities, local BPW clubs sponsor NIKE Clubs of boys and girls in high school to accomplish some of the foregoing described activities in a more organized manner for career exploration.

By the way, BPW is not as concerned with who gets the credit beyond brief mention of the name; we are more interested in expanding the horizons of youngsters to consider seriously the whole gamut of occupations and, of course, combat sex role stereotyping of careers for both boys and girls.

Collaboration between volunteer/community groups is paramount to conserve time and energy and school system response time; to decrease overlapping efforts; and to take advantage of the multiple memberships many people hold in organizations, i.e., "multiple hats" we all wear.

Terry Watson, The National Federation of Business and Professional Women's Clubs, Inc. (BPW)

Basically I learned that career education in Akron is a board of education priority and not a community endeaver to benefit all children in this area.

Why cannot this program for career development be a community project--not just Akron--but the surrounding districts which do not have a comprehensive program in effect?

We could be available to help promote the career education concept whether advisory, physically or by public promotion; bond levies, or hire a COE student in our office.

Being an active member of Business and Professional Women's club we have many qualified people available for consultation in many areas. The schools invite us to participate in classroom discussions. We also sponsor a scholarship at the University of Akron for a deserving person to further their education. We select a "career girl" from the community and she must be under 25. We have sponsored a "career day" for high school students as well as for any person desiring to obtain information on career opportunities available to the young as well as the "mature."

Leon DeBaer, 4-H

Programs involving career education are entwined in the entire school curricula from the elementary to the high school level. The programs begin with awareness and proceed to include actual participation and observation in the upper grades.

Not only does the career education program involve itself in the major curricula areas, it includes the expertise and programs of the other departments within the Akron Board of Education.

The Akron schools' career education program provides a climate for cooperation with community based organizations, but a stronger program based on collaboration with community based organizations is needed.

The entire process of career education is so important in the development of a child that its very nature requires community involvement.

It is, therefore, so very important that there be a strong commitment between the Akron school system and community based organizations to fully collaborate in the development and implementation of a career project.

The lack of a commitment, cooperation or follow through on the part of either the school system or the community based organizations will result in an incomplete program.

The careers are in the community and the community is aware of its own needs, so it is important for a school system to open its doors so that the community can relate these needs and thereby provide a true school community collaborated career education program.

The 4-H program has been involved in career development for over 70 years; so has developed an impressive store of knowledge relating to careers.

Its tie with Ohio State University provides a direct link with career orientation and development and can be an avenue to the Akron program.

Elizabeth A. Macauley, 4-H

Yesterday, I learned that a school based person--namely a counselor--was individually motivated to SELL the idea of career education within the school system so all teachers would incorporate the idea of career education. Much of what is taught in school (no matter what the subject) can be tied to preparing youth for what ultimately will be their life work (career education) regardless of how many jobs a person may eventually be engaged in during his lifespan.

However, I did feel that Akron's career education program was specifically geared to schools and not to the community as a whole except for the fact that they expected people in the community to cooperate with the schools to improve their (the school) program. This was not collaboration as it was defined to us.

It seems to me that collaboration will only be possible within the community if someone who is not tied to any specific group could be hired to coordinate a program of collaboration in career education for a community; and it must be community based not school based. All programs or organizations should be able to maintain their identity and not be lost in the shuffle.

The important issue as I see it is to sell the idea to the community that our youth are important and that is up to all of us to see that they are prepared as well as possible to take their place in the world of work and society in general.

If this can be done, there would be a common goal for all organizations involved and youth would not have to rebel against the system as they seem to be doing.

In 4-H we have identified career education and economics as one of our identifiable goals for the next 10 years and name it as such in spite of the fact that we have been doing career education for the past 70 years without specifically calling it such.

We in 4-H have been collaborating with business and industry--local and national for many many years--with the education of youth as our goal, and we do identify all who participate in the program. But we can even do a better job than we have in the past by extending our "know-how".

Local business and 4-H work together, but when the schools are approached, they usually refuse to recognize that anyone else knows anything about education. If they (the schools) can be taught that education is not exclusively theirs, perhaps collaboration, including schools, can take place within a community.

At present, one of our counties in New Jersey is cooperating with a local board of education by designing a career education curricula for them. The school, however, is hiring someone else to teach the course. Maybe this is a beginning. We can only try. They will, we hope, be using 4-H materials which have been specifically designed to help youth make decisions on their own as to which direction their future will take; what career goals they will choose and what they need to do to reach that goal.

If it would be possible to obtain information on the written materials and games used in the Akron school system on career education, it would be helpful. I would like to have examined it, but it was not more than a show and tell with no hands-on experience.

Career education must be identified and sold to all members of a community and it can only be done by someone who does not have an "identity" crisis!

In one community in New Jersey a local supermarket made space available for a display on career education and local organizations did provide exhibit materials. The 4-H personnel manned the booth and talked with all who passed by to help the public in general become aware that (a) any and all can contribute to the education of youth, to prepare them for the "world of work"; and (b) work is not a dirty word but something that can be enjoyable, fun and rewarding if YOU choose according to your own interests, abilities and desires. There is dignity in all occupations if you do it the best you know how to do it.

Charles W. Smith, Future Farmers of America (FFA)

Yesterday I learned:

- The number of diverse groups that recognize the need for becoming involved in career development programs;
- The recognition that the schools cannot and should not be expected to provide the total program of career education; and
- Collaboration is difficult at best because of reasons such as:
    - Different groups frequently have different priorities and/or goals and objectives;
    - The interfacing of efforts may not be worth the time required to coordinate and deliver the particular services;
    - To be pragmatic, collaboration will have to be selective if it requires time from the normal school day; and
    - Control is a dominant theme in schools.

Both schools and community groups must recognize their limitations in terms of what each is capable of contributing to the total effort of career education.

Collaboration is desirable and necessary for a total program of career education and will require both in-school as well as out-of-school time of the youngsters served. One must remember that the schools will be held accountable for their traditional functions and a balance must be reached whereby schools can still do an effective job of teaching the "basics." Perhaps much of the collaboration will have to be coordinated between school and community organizations and agencies, and will involve youngsters during their free school time or on their own time.

Since the Future Farmers of America Organization is not presently a part of the Akron public school system, I cannot relate to this question. Even though Akron is a manufacturing center, this does not mean that many youngsters are not interested in the agribusiness natural resources cluster of careers. To the contrary, over one-half of the youngsters enrolling in colleges of agriculture across the country are urban residents. Perhaps if Akron is truly interested in promoting exploration of careers, consideration would be given to establishing programs of vocational agricultural education and FFA in one or more schools.

Apparently, collaborative efforts are being made by the schools and the greater community of Akron. It appears, however, that collaboration is selective, with career education officially doing the selection. It also appears that some groups that would like to become more involved in a collaborative effort with the schools for the promotion of career education are frequently omitted from the school system's career education programing.

Margery Greenspan, Women's America ORT

I learned about an innovative, progressive, effective career education with emphasis on K-10. The school system is not receptive to outside participation. The career director took pride and possessiveness in "his" school system's effective programs. The school system is servicing city school's with no present participation in suburbs. University of Ohio support of said programs seems to give the system too much independence; it is presently reaching 33 percent of a student population of 46,500. This is indicative of its need for community organizations to participate to ultimately have 100 percent participation. On site visits should be mandatory for effective evaluation. It's difficult to judge effectiveness without seeing first hand.

There is a break down in communications between school and community. We need an open door policy and cooperative effort with school system. The community can be an effective aid, not as educators by being available within their capacity. We are not teachers; however, we can make a significant contribution.

We can utilize the successful career programs, go into local suburb schools, and implement programs within the limitations of available manpower for ultimate effectiveness. Naturally, we need to understand career education; the totality of the concept "Womb to Tomb" (Ken Hoyt) concept. Volunteer organizations must understand the immediate necessity for career education programs before they participate. Women's American ORT, having expertise in vocational education areas, could be vital to career education concept in school systems locally and nationally. We've implementated in the south and west, on a small scale.

No consequentive collaborative examples surfaced from Monday's session other than rubber companies which are a significant industry in Akron. Mention was made of labor working cooperatively with school systems, but I don't recall specifics other than field trips.

We can effectuate change only when we educate our communities about the concept of career education (mandatory), vocational education is a quality alternative). We (community) have a responsibility to have mutual respect for all occupations.

Jonathan E. Stein, Rotary International

Only through collaborative effort can career education reach its potential.

Potential resources for a collaborative effort want to be told how to help. There should be a published local master plan to each group and individual knows how and where he fits in; and so kids know the structure they are proceeding through. Within that master plan the identity of groups participating as groups should be preserved.

The potential for reshaping the "mind-set" of the community to include youth is so great that I am at last (after numerous arguments) coming around to feel just may be the responsibility for career education may not best reside with the administrators; if collaborators are treated and viewed as resources the situation can too easily erode into the resource as A/V aid in a diffuse and ungainly program line from both student and community resource perspective.

Perhaps a "board" can be set up with power to set such a master plan; a board made up of educators, parents, kids, groups, etc., and while the schools could administer and schedule collaborative efforts (along with whatever career education programs they wished in class) the responsibility would rest with the board. The commitments of organizations would be taken seriously. This presumes a local understanding of the need for and potential of career education, which must, I am convinced, be breached by the following:

- A temporary retreat from grass roots grade-work;
- A pervasive, if temporary effort, to educate the community (country) at large through public service spots;
- Teach the concept--it will sell itself--then you will have a broader base to cultivate more thoroughly.

Still not discussed has been: a) shouldn't career education address the reality that, numerically, most jobs are lower level, along with raising expectations and ambitions for the percent who will get interesting work; b) should it then be an aspect of how to respect oneself and live with say, assembly line work, yet avoiding the inevitable accusations from minority groups that ambition is being brainwashed out of their youth and the American Dream foreclosed.

MINI-CONFERENCE DISCUSSION

Marianne: In the tour around the city, I witnessed extensive growth and development. The Chamber has been closely involved with the Akron schools. This involves 200-300 businesses with heavy delivery coming from 500 businesses. The schools have developed the need statements for the business community but with schools accepting the primary responsibility of identifying needs. The question arises: to what extent does a one-way process adequately express the school work relationship? Can the schools do it alone?

Larry: The quality of job placements within the YETP programs appeared very enriching. This is contrary to a typical or traditional maintenance placement. The attitude of the staff involved in the work placement program seemed very good; they were very supportive.

Terry: I was disappointed that the Akron program was not meeting the needs of the entire community. It appears that this career education program is a public school (Akron) program, not a community program. The Akron Career Education program has not been supportive of the BPW Career Day efforts. It appears that the Akron program has a preconceived notion of what is beneficial and it is not receptive to what the community is prepared to offer.

Maxine: Community efforts might not per se represent career education. However, these efforts bring in new faces and new sources for financial support. Furthermore, community efforts collectively are a reservoir for role models if nothing else, and to leave these untapped is shortsighted. Role models help to integrate the career development efforts and to expand horizons (career horizons) for youth. Community involvement can be very reinforcing of the school's effort. Schools should be more responsive to the community initiatives.

Betty: Our Urban Coalition is not as interested in helping as much as being actively involved in the conceptualization of school programs. Neighborhood groups ought to be able to reflect or articulate the parents' concerns. Parents should serve as the initiators and the schools should attempt to implement these concerns, not the reverse. There is no sense that the parents are involved in the Akron area.

George: I am not sure that educators have accepted the idea of career education as a means of accomplishing what they want to accomplish. Who is the person accountable for career education? Has the person(s) accountable called together the community leaders, the power brokers, to avoid the duplication of resources?

Jon: It is important that community organizations should be more than resources. They must have an opportunity to retain their identity. They must be more than "living and breathing audio/visual resources". The community organizations should not have to provide resources simply within the framework provided by the schools. Community organizations should be involved in the planning.

Margery: Parents should be taught career education as well as students. The wealth of community information could be used to prepare students and parents. Community organizations do not want to compete with the schools.

Ralph: Collaboration is the interaction between two or more parties and this relationship is not necessarily a 50-50 relationship. The parties contribute what they have to offer. Akron is concerned about career ecucation and implementing it in the schools. Conceptualization seems to be very clear. However, there appears to be a lack of opportunity for the community to plug into the career education continuum. JA could be a prime contributor to career orientation and career exploration. It can provide contact with the business community, tested techniques and materials and existing administration and staff support. Schools can provide access to students. The issue is not a dollar aspect but one of creating a better attitude.

Charles: Community resources are diverse but the problem seems to be one of linking the goals of local career education programs with goals and objectives of the various organizations.

Betty: All education does not take place in the schools. Nick has sold the school district but what is needed now is to sell the community.

Leon: Collaboration should not result in the schools being separated from the community. Schools are a community based organization. 4-H is an established career education program with a solid resource base of Ohio State University.

Cecilia: In the Akron area, the delivery of resources were done by females for females. The deliverers of services have too often become the clients. The women who are providing resources for the adolescent females end up focusing more on their own career pattern than providing the "girls" with direction.

Kathy: Generally, the public lacks the knowledge and interest in the exploring program. What is needed is more of an opportunity to expose youth to the career potentials of these programs.

The following statements represent a summary:

- Most organizations are interested in career education.
- Organizations are interested in offering services.
- Most programs cannot be done during the school day.
- Youth do not have to be paid for every experience.

The following is a list relative to constraints to community collaboration:

- Uncertainty of the system
- Lack of common understanding
- Lack of bilaterial trust
- Vested interests
- Ignorance
- Loss of identity
- Jurisdiction/territory/turf
- Misunderstandings
- Lack of definition
- Selective participation of schools
- Concern for who gets credit
- Lack of coordination of goals
- Lack of awareness of who is responsible in the schools
- Too activity-oriented as opposed to program-oriented
- Interests of youth outside of school

The following responses were delivered when the participants were asked - Collaboration - What is it?

- trust
- agreeing on common goal
- sharing
- honesty
- team work
- mutual involvement
- participation
- efficiency
- goal oriented
- open-minded
- willing to change
- products - artifacts (institutionalized)
- documentation
- systems development
- active (cooperation is passive term)
- delegation of tasks
- accountability
- time line
- relevant
- stop being in process and deliver
- evaluation by collaborators
- felt need expressed
- need creation
- integration/synthesis of community resources

1,000 volunteers from 30 organizations are currently being utilized by the Akron Career Education program. Why these volunteers and organizations? Because they fit the Akron model. Control is necessary to develop quality programs. Generally, the process begins slowly and control is maintained by the schools in order to maintain the quality programs. The focus of the collaboration is that the community resources must fit into the guidance program; the school curriculum. School systems do not function to perpetuate organizations; they function to serve students.

Flexibility is a two-way process. There isn't any question that everyone supports "quality education," but organizations not involved in Akron; are they not quality?

PARTICIPANTS' RECOMMENDATIONS

The following recommendations were submitted by the participants:

- Community based organizations should work with the schools to develop "after-school activities" that are related to the school curricula.
- Schools have certain responsibilities and obligations, and therefore CBOs should examine the school model prior to approaching the schools.
- School systems must educate the general community.
- Individuals with expertise must be tapped in order to facilitate citizen involvement in career education.
- Neighborhoods should be involved in every phase of education from conceptualization to implementation. Parents without the ability to articulate their concerns must be involved.
- Must make the "kids" the focal point and forget about the organizational boundaries.
- Leadership/action must be taken on a national basis to involve the general community.
- We must recognize the ripple effect of spreading the work of career education.
- We must have continuous communication to maintain collaboration.
- If society gives education its task, and if business is part of society, then business should rightly give education its task.
- Educators should have a community resource; annotated list of resources. This would help to reduce duplication.
- Educators are slow to change and CBOs must proceed slowly and gain confidence over a period of time of the educators.
- That a uniform format be established with host school systems. The design should afford each participant the opportunity to visit counterparts, program directors, students and appropriate school administrators. This arrangement would enable each participant a more comprehensive view of the local program.

Appendix

AGENDA

This site used the Tentative Agenda furnished by InterAmerica Research Associates, as shown in the Executive Summary.

AKRON, OHIO

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Leon DeBaer
4-H

Susan Raybuck
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Ray Dangel
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Terry Watson
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Gloria Hoyt
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Diane Greene
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Gene Scruggs
Akron Public Schools

Bob Strauber
Akron Deputy Mayor

Dr. James Ervin
Akron Board of Education

ON-SITE
MINI-CONFERENCE

JEFFERSON COUNTY
PUBLIC SCHOOLS

Louisville
KENTUCKY

JUNE 1-2 1978

ON-SITE MINI-CONFERENCE IN COMMUNITY COLLABORATION

EXEMPLARY PROGRAM: Jefferson County Public Schools
Louisville, Kentucky
Barbara Preli, Site Visit Coordinator

PROGRAM PRESENTATION

Background

Kentucky has been involved in career education for approximately seven to eight years. Three years ago the state legislature felt that students need awareness of the world of work. All school systems must provide a program for all students centering on the infusion of the career education concept. The legislature has appropriated monies to support the career education concept. There are 165 schools in the Jefferson County Schools. Career education is in all the schools but not all students are being reached at this point. This June, 500 additional professional staff will be trained with the intent of providing a schoolwide, integrated program in all 165 schools beginning in September.

Program

Everyone must be involved in career education from the superintendent all the way down. The building principal has a key role, determining the extent of openness. Infusion is necessary because counselors cannot possibly reach all students. Schools alone are not responsible for helping students make career decisions. Presentations about the world of work are constrained by knowledge of the world through experience. This has resulted in teachers shadowing various individuals, allowing teachers to go on leave.

Elementary portion of the program (K-6). Awareness is the foundation of the elementary thrust. Infusion is accomplished by matching a learner outcome with an instructional skill, through a variety of activities.

Middle School portion of the program (6-8). Curriculum infusion plus career exploration compose the middle school program.

High School. Continuation of awareness and exploration with an added feature of providing youth with an explanation of how the subject matter directly relates to the career interests and development of youth. The instructional staff explores how their subject relates to the work by exploring occupations through released time. Curriculum guides help to break down the resistance of "I do not have the time because I have to teach math". Senior high students are provided with internships. Two day shadowing period followed by a sharing with their classmates. Adopt-A-School is just being initiated in Louisville.

Major Accomplishments. (a) Development of sequential infusion; and (b) training success, primarily related to the community pressure and community participation.

The YETP sponsors 68 youth, both part and full-time in summer. This is private and public sector placement. Twenty-two percent or the minimum is received by the school district from the CETA Prime Sponsor. Contracts are used to ensure a strong internship experience. Furthermore, students are screened appropriately.

PARTICIPANT'S SELF-REPORT

Edwin E. Scully, National Urban Coalition

That CETA youth programs can be successfully related to career education; work experience programs carefully structured can help direct youth to selecting a career.

That it is very essential to inform and involve the community/parents about the goals, processes and sequencing of career education.

That chances for success are greatly enhanced if career education is built into the curricula; and that principals/teachers CAN be held accountable for implementation if the appropriate orientation/training is given.

The community, which involves local business, industry and neighborhood organizations can become involved at no cost. The school system has tremendous resources available that can be utilized if those outside the formal school system are asked to help. Their support can be elicited in all aspects from curriculum design, staff training, exploration and work experience through providing employment for the school graduates. To some extent, the career program directors can become facilitators rather than workers, i.e., they can guide, suggest and assist resource people to do what is traditionally considered to be the scope of work for educators. Additionally, community facilities can be used as resources since all learning does not have to occur within the four walls of a school.

The Philadelphia Urban Coalition, as an addition to its involvement in various academy projects, can serve as a catalyst to publicize/promote career education in Philadelphia. Through its education task force and community leadership committee, parents and employees can be made aware of what career education is all about. Career education in the community is an unknown.

Local examples of collaborative activity:

- Louisville;
    - speakers;
    - PTA involvement
    - local Manpower office with CETA funds; and
    - school staff working together with principals and classroom teachers.
- Philadelphia
    - education/work consortium (NMI)
    - academy programs (industry and school district establishing schools within schools);

- part-time employment/work experience under supervision of school work coordinators; and
- "factory" within a school to do industry on a cost basis; generating wages and profits for the students.

Note: A caveat I offer is that there seems to be an overemphasis on speakers, seminars, awareness etc. at this mini-conference. Let us not overlook the basic education, attitudinal aspects, social studies, skills training, etc., that are essential.

Shelley Middleman, Women's American ORT

Yesterday, Carol Heideman (my ORT counterpart) and I visited the Breckenridge School. This school is an inner city, racially balanced school which does not require busing. The emphasis on career education was evident at the moment we entered the school. Posters on career education lined the hall. In the auditorium, a speech class was presenting a play on "workers in the neighborhood". The fourth grade was conducting an interview. They interviewed a bookkeeper. The second grade sang the "worker in your neighborhood" song for us. Linda Griffith, the staff person, seems aware of the difference between infused learning and just making up work that was "extra career" work in addition to regular studies. I never had an opportunity to discuss with her the test results from this school and would have been interested in knowing if this infused learning did enable children to score higher. I wonder from the "interview" if the children really heard the answers. If they really understood the job and most of all if they related to the idea that this was a career. I question the idea "if a little is good, then more is better."

It was evident that in the school the teachers were infusing career education ideas into their studies. Linda had a wealth of material for them. Question: will the children absorb or block out these ideas as they get older if they are so overwhelmed by them?

In this school, they involve community in their interviews, they asked parents to make posters and paid them (very important at this school). Exposure to the outside world would seem extremely important for these children. While interviewing is good, field trips would be an exposure to the large city which these children need. Career education is important for these children; it would be equally important to children in all socioeconomic groups and I suggest that community collaboration would enable career programming in all schools.

Both in Houston and at Breckenridge School, parent involvement seems relevant. ORT could provide career exposure for parents. Barbara said that there is an advisory board made up of representatives from the community; it was not clear who makes up this board or how to participate in it. It was suggested that ORT could provide visuals for the schools, i.e., the school conceives of needs and ORT makes the visuals or games. It is my feeling that the school isn't sure how to come in with a game plan. A broader based community involvement is needed. It is one thing to go into a neighborhood school and make things, and another to come up with a plan which involved many schools in an overall program.

At Breckenridge, I noted parent involvement and interviews as community involvement. That was all I heard about. ORT has to date in Louisville given scholarships to students at vocational education high schools and holds a career day in a mall. In Houston, ORT has started two parent group discussions. One for K and first grade parents, and one for 6th grade parents. We have also been invited to participate in an advisory board in the Spring Branch School District which is hoping to help counselors better understand career education.

Betty Andrews, Parent Teacher Association

I have attended these mini-conferences for knowledge. The more facts I have, the better I can tell others of the program. Informing parents with facts will be my job.

The PTA is in almost every school and we will try to get information to parents and get their cooperation to help find people with different occupations that can come to the schools.

Margaret L. Everson, The National Federation of Business and Professional Women's Clubs, Inc. (BPW)

Kentucky is required by law to implement a program in career education. Although the program is functioning well, the leaders failed to communicate with the group and set up an organized tour whereby visitors could see schools in action.

The Jefferson County Public Schools publication on Career Education Program 1976-77 is well written and apparently is functioning.

The schools have problems which will be cleared with time. With community leaders becoming involved, the career education program will become stronger.

I can see individual members of BPW becoming part of a referral service and taking in a "shadowing" project and "internship" project.

I understand from one who visited an elementary school that bulletin boards use career examples in mathematics and in songs. It is unclear as to the amount of input from the community. One must keep in mind that this must come through curriculum.

Charles Bradshaw, Rotary International

By the presentations made by Barbara Preli and the three counselors associated with her, I found that these people are really creating interest on the part of students at all levels K-12 by infusing various types of work into regular class work such as math, science, speech, etc. A good example was the multiple choice problems set up for the primary grades for decisions which have to be made by addition, multiplication, subtraction and division.

This method of creating interest and preparing the students for the visits to be made by resource people from the community makes for better questions by the students.

The interest by parents shown in the educational helps they prepare is really great. I observed many of these on the walls of the hall at Breckenridge Elementary School.

Service clubs such as the Rotary Club to which I belong can be of great service to teachers and students. Our Rotary Club enlists resource people from the business community by use of a questionnaire (copy attached). We furnish paper, stencils and 68 ring binders to house the reproduced answers to the questionnaire. The schools type and reproduce and file the profiles. This project also does a great deal for the members of Rotary and those participants in the community.

This method of relating to the school officials is purely a collaborative effort with complete understanding by both school people and business community. The collaborative method noted above is basic. Other help can be given when the school people ask for help or indicate they need suggestions.

Parents helping the schools in ways that do not interfere, such as preparation of teaching aids suggested by the teachers, is very good and is being done well in Louisville schools. Enlisting community resource people as described above is a must to properly use the business community.

Herbert J. Engman, 4-H

I spent the afternoon with Tom Beard who works with the YETP in Louisville. The program, which has not yet run a full cycle, appears highly successful. YETP, for in-school youth, provided me with three main insights:

(1) The importance of contact with the youth throughout the school day and the actual working hours. Two counselors in the program stressed the importance of supporting the enrollees in their classes so that they would be available for work. Follow up on absentees, discipline situations, etc. were immediate and forceful. Good work habits in school as well as on the job were employed.

(2) Evaluation was highly emphasized. Both standardized and criteria based instruments are used. Although these pre and post tests are necessary for funding and educational establishment needs, I suspect the ultimate measure of success will be the reactions of employers and the youth, themselves.

(3) The need for involvement of the private sector was obvious. Only through private enterprise will enough placements be available. There are some dangers involved: potential displacement of regular workers, labor problems, etc., but these should be possible to overcome.

The total community must be involved; the schools, private enterprise, local, state, and federal governments, and other local organizations. Attention must be given to many of the factors affecting youth in the program; the school, family and community support systems.

Cooperative Extension as a whole, as well as 4-H, has often served as a facilitator in the community. This could be an appropriate role for 4-H. Cooperative Extension personnel often know the community extremely well. They are accustomed to "filling the gaps" in programs and are generally not "territorial" in nature.

4-H in New York has a creative career explorations program which is available to all who are interested. Several counties have Youth Employment Service programs (YES), which have a career exploration component. One experimental program, "Operation Hitchhike", has a career exploration component. A community based board directs the program.

James Leslie, Boy Scouts of America

I learned yesterday that a highly structured, state and community supported system of career education can (apparently) be fitted into the system easily and effectively once the community wishes it. The most revealing thing I noticed was in the statement of Barbara that she was instructional minded but that, even though (or despite) the fact that this is a community willed project, she believed in it deeply. It's hard to think of the educational system and the community being in an adversary relationship, but I suppose that was the implication. So we hope the community exercises ongoing control in Louisville, for other reasons, too.

Because public career education is community willed in Louisville, the implications are for community based organizations to provide innovations from time to time. It's a role best suited to them in their circumstances. Exploring's in-school seminar program would be exceptionally effective in the area of high school use of community resources.

They would provide a flow of presenters, speakers and hands-on project designs as well as access to the whole catalogue of diversified resources inherent in most Exploring divisions. Other agencies could provide similar assistance. I don't think public career education as practiced in Louisville is as innovative as it could be with the overall support it gets politically and economically. I think it is probably a fault of highly structured systems such as this, and not necessarily because it is Louisville.

CETA collaboration of private sector, education and government. The CETA program I visited seemed to be 85 percent effective as an in-school activity. Money is an incentive to invite the youth into a program that will assist their lives but it works against them as they attach less-than-usual importance to the dominance of "boss," boss being, to them, CETA.

Maureen Liston, Junior Achievement (JA)

Yesterday's session was a review of many of the themes discussed in previous mini-conferences, nothing new. The presentation of the Jefferson County Career Education Program was interesting and informative. The most productive use of this material and program would be through our local Junior Achievement office in Louisville.

All of our programs are administered on a local level. Barbara Preli has met my associate, Brandt Miehaus, and it will be up to them to work out their level of cooperation. Our Junior Achievement program in Louisville is very strong and there are innumerable examples of collaborative activities between JA and career education. The brochures which I submitted highlight some of these instances.

Jackie Cothren, National Alliance of Business (NAB)

Yesterday I learned that Louisville should involve civic-minded organizations (Lions, Rotary, Kiwanis) in conjunction with our Career Guidance Institutes (NAB) and Urban 4-H activities (Speakers' Bureau).

NAB has provided liaison between education, government and industry for 10 years in Louisville. We have been the major force in informing education of the needs of the labor market in our area and what schools should do to prepare youth for careers in this community. Ninety percent of Kentucky youth remain in Kentucky to live and work.

At present, our state director and field representative, Dr. Bill Braden, and I are travelling together and visiting all institutions of higher learning to get them involved in training future educators to the world of work, its needs, its rewards and its broadness of scope. Most educators are quite ignorant about the vast array of jobs even in their home environment and they are decidely ignorant of the needs of the labor force in the broader world arena. Barbara Preli and the local schools are now implementing getting the labor market information that we can provide both to teachers, counselors, and therefore students.

Firman Haynie, American Legion

I was most delighted to hear Barbara's team present their plan for career education in Louisville and Jefferson County, Kentucky. I have strong feelings that these five people are "on the road" toward an exemplary program. Their presentation evidenced excellent preparation on the part of the professional staff of the Jefferson County school people assigned to the program. The guidebooks certainly could be looked to as a model of workmanship, and will be, I believe, of great assistance to their developing programs. Ms. Preli has sold me on the fact she is one of the most capable and dedicated people to spearhead such a program. Louisville is indeed fortunate to have her services and would lose much if she was removed from this "budding" program. In brief, it appears this community can and will reap the benefits of a top level program if the program matures and continues to grow. The lack of grass roots involvement of the community points to strong evidence within the school and community which leads me to say that career education will have a difficult time developing in Jefferson County schools unless, and until, ways and means are developed to bring the community agencies and the people into the program. After visiting with the local representative of the Legion, a sharp chap who is a strong supporter of education (his wife teaches in the schools), I was astonished to discover his lack of knowledge of the career education programs being undertaken in the local schools and its goals for the community. Unfortunately, other citizens contacted expressed no knowledge of, and sad to say, little interest or enthusiasm for the program. In all fairness, it appears the complicity of the local situation may have made things to be as is.

The Legion/Auxiliary have, along with Rotary and other service organizations, a real opportunity to assist in the development of career education in Louisville. Their roles can and should be that of collaborating organizations. I cite the Corpus Christi efforts as an example. The Albuquerque Project, Mesa, Arizona. The Legion at the national level is currently involved in the developing of a program; guidelines for departments (states) and local post/auxiliary units to use in assisting career programs in the school committees. I strongly urge Barbara to contact the Legion and enlist their assistance. Same statement holds for other community based service organizations.

Unfortunately, I saw none; in fairness to the local, I spent the bulk of the afternoon talking to the local representative who unfortunately knew nothing of the program. Hopefully we have converted a person who can help Barbara and her team to get to the right person(s) in the Legion to enroll their assistance. I developed the impression that Kentucky has a person who is knowledgeable and believes in programs of youth; Ken Hoyt can and will furnish the lead if approached.

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MINI-CONFERENCE DISCUSSION

Jim: Scouting is very interested in the career development of youth. The Explorer program provides young males and females with career exploration opportunities. A system of in-school seminars has been offered by the Explorers.

Charles: Corpus Christi provides the school program with an extensive resource base. This resource identifies individuals in the community who are willing to share their careers with students in the elementary and secondary schools.

Herb: 4-H is the primary youth component of extension programs operated in higher education settings. The nature and extent of 4-H's involvement in career education varies across the country. New York 4-H clubs have no specifically identified career education programs.

Maureen: One major emphasis of Junior Achievement is economic education. Economic education programs are focused primarily toward involving the secondary student. A recent emphasis of JA has been to develop a program for younger students. Project Business is a program being implemented at the junior high level.

Firman: Too few individuals are aware of the youth services programs sponsored by the American Legion. Because of NEA's recent decision to separate itself from other organizations in community sponsored activities, the Legion is restructuring its programs to fill the void created by this decision. The Legion places a great deal of emphasis on love of country, the dignity of work, and sharing with young people. Boy's State and Girl's State are examples of programs which can serve as a bridge between the youth and the community and can be used to spread the message of career education.

Margaret: The primary focus of BPW is on showing youth "new horizons", new corridors in the world of work. Career awareness efforts of BPW attempt to encourage young women to explore a wider range of career options.

Ed: The role of the Urban Coalition is to facilitate education's getting back on the right track. In Philadelphia, this was accomplished through the creation of the "Academies" (a Ben Franklin idea). The Coalition is a community based organization attempting to marshall human resources. Emphasis is on adults and the continued need for learning - a lifelong process. Career education must, as a concept, represent more than K-12 programs.

Shelley: American ORT, which is part of an international effort, has 135,000 volunteers. ORT is the vocational arm of the Jewish people and through its volunteers attempts to provide schools with the resources for career development programs. Parent involvement is a key to the ORT movement.

Betty: The PTA is actively involved in the career education program in Louisville. PTA has tried to inform the parents, students, and staff about the program.

George: In Louisville, the Kiwanis Club is sponsoring a cassette program. This program is responsible for interviewing individuals on the job who, because of their occupation, are not able to obtain released time to come to schools. The individuals interviewed are audiotaped and these tapes are circulated throughout the schools.

Jim: The Louisville project reflected an adversary relationship between the schools and the broader community. That being the case, it would be better for community resources to win out. Public career education in Louisville is not as innovative as it could be. This is the result of a highly structured school system and is not the fault of Barbara. The CETA program in Louisville was exemplary and about 85 percent efficient. The problem associated with the in-school youth program are being worked on and a new program has to work out the "kinks." There appears to be good relationships between the schools and local business/industry.

Charles: Career education is being infused well in the Louisville schools and the program appears to create interest on the part of students, parents and professional staff. Service clubs could take a burden off the schools and provide the organizations with a focal point, a central task, to weld the members together. The schools should use the outside community extensively. Parents making teaching aids under the supervision of the instructional staff is quite useful. Parents may offer valuable perspectives.

Herb: The CETA in-school youth program is highly successful and three aspects seemed to emerge:

1. Importance of contact with youth throughout the entire school day;
2. The extensive evaluation procedures seemed very solid with both national or normative instruments as well as local criteria referenced measures; and
3. The involvement of the private sector was impressive.

Implications: If youth are going to succeed in career education programs there will have to be a greater family involvement. Youth need as many support systems as possible. Cooperative extension could serve a facilitative role and 4-H is a solid independent program that is not looking for credit. The Creative Career Exploration Program is a sample of New York 4-H career education programs.

Maureen: The JA in Louisville has one of three best (in quality) programs in the country. JA is entirely a local effort and it is the function of JA coordinators to work with the schools. 3,000 students are reached through the normal JA program and an additional 2,000 students will be reached through Project Discovery. JA has 31 centers in the Louisville area.

Firman: On paper, Louisville has an ideal model. However, there seems to be a void which needs to be filled. They have a good road map but it appears that the people of Louisville have no idea what career education is. The Louisville project will need to reach more individuals. The Legion can serve more as facilitators or supporters for career education programs. As a broad based organization, the Legion can serve as a liaison between the schools and community. Career education needs the community. It appears the greatest need is for Louisville to work to implant a career education definition in the collective minds of her people. This must be done by the schools working through community agencies. The schools must be in the driver's seat, but they have to bring on board the grass roots organizations. There are about 130 plus Legion posts in Kentucky and Ken can identify the individuals responsible for the children and youth programs. Boys' State, Girls' State and Need a Lift are some examples of the Legion's programs which are focused toward career education.

Margaret: There is no sense of how the program is being implemented in the schools because of no opportunity to visit with teachers, students and organizations involved in the schools. There is no indication that the organizations are directly involved in the Louisville program. This visit was quite different than Livonia where the project director exposed the visitors to staff, students, and the organizations directly involved with the schools. BPW is considering extending membership to males. This recommendation is being brought before the membership in July.

Ed: Caveat! There is too much emphasis on speakers, awareness, etc., in the Louisville career education program. There appears to be little if any emphasis on coping skills. Also, career education is more than a K-12 program. Infusion plus appropriate involvement of the professional staff throughout the system are two essential ingredients. Career education is in an excellent position to make CETA programs more than job maintenance programs. Also, career education is a cost efficient program, especially if it utilized the community resources. One good feature of the Louisville program is that the individuals in the "head shed" are working with the career education staff.

Shelley: I visited the Breckinridge School which is an inner city school. The program was operating well with several provisions:

(a) It is good to bring people to the schools but it is equally good to bring students to the community;

(b) If a little is good, more is better and evaluation seems to be lacking which would support the position that the little is good;

(c) How are organizations invited to participate on the community advisory board?

The schools seem to want the CBOs to come with a game plan and CBOs want the schools to develop a game plan. Maybe the two ought to develop the game plan together.

Jack: NAB has been doing for 10 years what the schools have just begun doing. 4-H, the schools and NAB have a very collaborative relationship; each trying to help the other make his/her job easier. Action Now is a media program offered to the Louisville community; 90 percent of the Kentucky youth remain in Kentucky for employment.

Betty: The Career Education Advisory Committee, in Louisville, was developed by soliciting participation from a large variety of organizations. As a PTA member I would like to see the career education program available to all the schools. Many parents will not operate in the schools to protest the court ordered busing. Let's put the P back in PTA. The metro Louisville population represents approximately 43 percent of the Kentucky population.

The moderator requested "one-word" responses from the participants relative to the concept of collaboration. The following are the responses:

- open-minded
- flexibility
- common goals
- adaptability
- continuity
- adjustment to change
- advocacy
- community
- touch all bases
- cooperation
- student oriented
- work together
- understanding
- common understanding
- commitment
- people
- goal setting
- lobbying
- coordination
- give/take - compromise
- planning (to realize goals)

Collaboration vs. cooperation: cooperation has two other people do the work; can be manipulative. Efficiency is inversely proportionate to the number of coordinators. Collaboration is active involvement.

The following is a list relative to constraints to collaboration:

- Time availability of community based organizations. There is a competition for time, personnel, money, etc.
- Vested interests.
- Higher education needs to train professionals.
- Meaningful activities for organization membership is necessary.
- Involvement of family.
- Utilizing organizational talent at an appropriate level. Needs to be more than a one time event.

- The public schools must disseminate information.
- Too highly structured organizations.
- Organizational focus will determine where the efforts will be plugged in.
- Schools are not aware of the organizations' role and function.
- Unnecessary duplication must be avoided.
- Communication with parents and involvement of parents is difficult.

PARTICIPANTS' RECOMMENDATIONS

The following were recommendations from the participants:

Jim: We should look for new ideas to research, keep searching for new methods.

Charles: At times, community based organizations are treated as interlopers. This is not the case in Louisville. Educators should find a way to involve CBOs in ongoing programs of the schools. CBOs have a wealth of resources to facilitate the development of a comprehensive career education program. The CBO program implies that the "customer" volunteers to participate as opposed to the schools, which have the connotation of the "customer" mandated to participate. The schools might look more closely at the CBOs programs for the purpose of determining whether academic credit should be awarded.

Herb: Continue the outreach process. Many CBOs are overwhelmed by the massive needs of the schools. Schools might find a way to encourage participation around a theme; something workable.

Maureen: Schools should: (a) find out what's available; (b) open the doors to the community; (c) get support from the top down. Overtures to business might best be made by other businesses. Spots, locally and nationally, advertising career education might be very productive.

Ed: High visibility and involvement within the community is imperative.

Shelley: Career education is for all children, not just the disadvantaged. Middle Americans must be involved.

Margaret: Organizations must be realistic that failure does not mean effort should cease. Reconsider your message and resubmit your concerns.

Barbara: CBOs should approach the schools if they are not contacted. The schools simply do not know all the resources. Don't wait for the other person to make the move. Do not give up on the schools; changes are not going to be made instantly. Advisory input from the community in developing "real" or reflective curricula.

Tom: Circumstances change which affect the educational priorities of society. Career education programs (YETP) are not attempting to slot youth. This program is only one step in the process of exposing youth to career options.

Staff needs for coordination should be identified. Community coalitions need to be formed which might eliminate the need for schools spending money for this staff. Action might be a good source for contacting. Vista volunteers might be used as community coordinators.

Appendix

AGENDA

This site used the Tentative Agenda furnished by InterAmerica Research Associates, as shown in the Executive Summary.

LOUISVILLE, KENTUCKY

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Victor K. Trice
CETA

ON-SITE
MINI-CONFERENCE

DCPS
DADE COUNTY
PUBLIC SCHOOLS

Miami

FLORIDA

JUNE 5-6 1978

ON-SITE MINI-CONFERENCE IN COMMUNITY COLLABORATION

EXEMPLARY PROGRAM: Dade County Public Schools
Miami (Dade County), Florida
Ernest Upthegrove, Site Visit Coordinator

PROGRAM PRESENTATION

School District: The Dade County Public Schools

Dade County Population: 1,500,000

Type of Area: Urban, Suburban and Rural

Instructional Range of Schools: K through Post-Secondary & Adult

Number of Schools: Total of 252

Number of Schools by Type:	Elem	Jr High	Sr High	Special Cntrs	Special Voc School	Tech Ed Cntrs	CETA Skill Cntrs	Adult
	172	48	23	6	2*	3	3	17**

Number of Staff:
Total: 25,500
Full-Time: 19,440
Part-Time: 6,060

Number of Students: K through 12: 235,000
Post-Secondary & Adult:
Number of people served - 150,000

Ethnic Composition of K-12 Students:
28.89% - Black
31.5% - Spanish
39.03% - White, Non-Hispanic

*This total includes the Agriculture School and the George T. Baker Aviation School

**This total includes 16 high schools which also serve as adult education centers and the English Center

Career education is a master concept which encompasses the various educational K-Adult programs provided in the school system, and has as its major objective to equip each high school graduate with knowledge, skills and attitudes to allow the options of continuing education, employment, or a combination of continuing education and employment.

At its April 18, 1973 meeting, the Dade County School Board approved the full development of career education programs. As a result of this Board action, career education became one of the Dade County Public Schools' major system objectives.

The current Career Education Model evolved from a Vocational Exemplary Project funded in 1967 at Booker T. Washington Junior High School.

Following the years of planning, developing and evaluating it is now time to fully implement career education countywide. Not only have the results of a thorough evaluation proven that the concept of career education provides sound, viable educational strategies and alternatives, but the demand for career education programs countywide has far outgrown the limited resources available to meet these demands.

Why We Need Career Education in Dade County Public Schools

For the Dade County Public Schools, it would appear that the priorities for improvement of the school system should concentrate on the following areas based upon an assessment of the needs:

- Student Behavior
- Mastery of Basic Skills
- Exceptional Child Education
- Career/Vocational Education

Career Education Objectives

- Equip each high school graduate with the knowledge, skills and attitudes to allow the options of:
  - continuing education
  - employment
  - combination of both.
- Improve student performance in basic communications and computational skills by integrating and infusing the concept of career education into all disciplines.

- Provide all students with programs that enhance their opportunity for educational success.
- Retain a larger percentage of students in school through high school graduation.
- Provide career education programs (K-Adults) for students with special needs, including exceptional child students.
- Provide information to improve career awareness and knowledge.
- Provide effective articulation at all levels, K through Post-Secondary and Adult.
- Utilize and coordinate the total community resources including business, industry, labor, government, home, and civic organizations.

Rationale

Career education is designed to meet the needs of all students including those with special needs. In Dade County, classification of special needs include:

- Exceptional Children
- Vocational Handicapped Students
- Vocational Disadvantaged Students
- Minority/Low Income Students
- Bilingual Students
- Adult Basic Students

Career education holds great promise for students with special needs. It exposes young students to the various ways in which adults live and earn a living. By arousing a child's interest in the world around him, allowing him to experiment in a concrete way with his image of himself as he fits into that world, career education has tremendous possibilities for the healthier and realistic growth of the child's self-concept.

As the student progresses through school, the skills, knowledge, and attitudes necessary for work success are stressed. Most importantly, for many students with special needs, career education provides them the opportunity for educational success, self awareness, and a realistic assessment of their capabilities and potential.

Due to national concern for meeting the needs of exceptional and disadvantaged students, the new federal vocational legislation increased categorical funding for vocational disadvantaged students from 15 to 20%.

Currently in the Dade County Public Schools, Work Experience and Work Study serve as the major programs for disadvantaged students. The implementation of career education programs, including the career related basic skill labs at all levels, should aid in more effectively meeting the large number of Dade County's vocational disadvantaged students.

The scope and complexity of interrelated problems must be recognized before educators can provide successful career education for minority and low-income students. From the beginning, career education has been pictured as a collaborative effort involving the total community resources such as the formal educational system, the home and family, and the business-labor-industry-government and civic organization. The strength of a given community's career education effort is dependent on the strength of each of these three collaborative forces.

All three parts of this collaborative effort - the schools, the home and family structure, and the business-labor-industry-professional-government community must be strengthened if quality career education is to be provided for minority and low-income students. Due to the commitment and support of community resources in Dade County, career education holds great promise for improving the quality of education for many minority and low-income students.

PARTICIPANT'S SELF-REPORT

Stephanie Rice, CETA

Career education in Dade County reflects a common assessment of community and youth needs, common sense about priorities and goals and a unified strategy for accomplishing the objectives. The philosophy of career education recognizes that while continuing education as a full-time unsubsidized job is the long term goal, there are a number of intermediary goals which must be reached before the ultimate is obtainable. Yesterday's visitation was indeed a pleasure. The enthusiasm and commitment of the career education staff, principals, teachers and students was contagious. The concentration on individualization for student learning, the use of functional space, career-related language arts, mathematics teachers and occupational specialists are all integral components of improving a youth's transition from school to the world of work.

The concept of career education in Dade County is obviously succeeding. You have made great strides in creating a comprehensive and sequential development of career education programs for youth from elementary to high school. I was extremely impressed. The program structure for providing youth with the opportunity for the pursuit of career awareness and career options has been well coordinated, well planned and well executed.

Recognizing that the problems of school retention, school completion and re-enrollment have no single causative factor and no single solution, the DCPS has made great strides in creating linkages in the metropolitan area to develop a career education program which encourages career awareness and the retention of youth in an educational program. It is obvious that the intent of this extensive collaboration will improve the transition from school to work by providing opportunities for occupational maturation, career exploration and awareness, including the development of personal competencies required of workers in the adult labor market as well as basic education and training to develop job skills leading to continuing education and/or subsidized employment.

Directly, at this time, I am unaware of any direct linkages; however, I will certainly investigate when I return. The thrust of all of our manpower programs for youth (14-21) provides a service mix that includes educational training, subsidized employment, employability development and supportive services. Many of our program designs utilize existing community resources which emphasize the school to work transition. We have worked extensively in creating coordinated linkages with the Baltimore City Public Schools to implement successful models that will be institutionalized within agencies or systems which have the capacity to provide these services on a continuing basis. There is obviously potential for establishing more direct linkages with the career education program in the city since the philosophy of our youth programs and that of career education are so similar.

Harbor City Learning (HCL) is an alternative education program that combines academic training in a nontraditional setting; work experience, vocational exploration and supportive services to Baltimore City youth. Administered by the BCPS, Harbor City promotes school education for approximately 1,210 youth enrolled in traditional schools and school re-enrollment for approximately 1,280 youth who have dropped out of school. Harbor City Learning collaborative effort is reflected by multiple funding sources (CETA titles I, II, III, & IV and Baltimore City Public School General Funds).

Another indication of the Baltimore Metropolitan Manpower Consortium's commitment to the establishment of institutional linkages with existing LEA's is the fact that 75% of the funds expended under YETP were spent on career employment experience programs which are being administered through LEA's.

With the cooperation of the Baltimore City Public School System, Baltimore was recently awarded the Youth Incentive Entitlement Program, a research and demonstration project specifically assigned to test the relationships of job guarantees for economically disadvantaged youth to school retention, completion and re-enrollment. Approximately 9,000 youth will participate. Alternative educational options have been created by the school system to accommodate for those youth who are out of school and return to school.

Earl Johnson, Junior Achievement (JA)

I learned that:

- Dade County has a vast range of programs that touch in some way upon career education;
- Several community-based programs and agencies have been instrumental in organizing and implementing in-school career education type programs;
- Some programs, while good, are not reaching the majority of the students;
- A realization of the need for a broader based career education program shared by both educators and the community is paramount to the success of any program; and
- Junior Achievement has a tremendous service to offer the community and the need and the willingness is in place.

There seems to be a good marriage between the school system and some community-based organizations. Indications are that there is a need for several community-based organizations to collaborate in terms of resources and programs that are supportive.

Junior Achievement is very much in tune with various career education programs within the community. There are programs for all levels of students, with the primary concern being an exposure to the free enterprise system and the business world. These programs are as follows:

- The funding of in-school programs with CETA monies;
- The recruiting by JA of students within the schools during school time;
- The seminars, clinics and workshops put on by various community-based agencies for JA; and
- The training of teachers of the various career education and economics labs by CETA and other CBOs.

Charles Hayward, CETA

I learned a great deal about how the whole career education concept can be implemented in the public school system, K-12. It was interesting to see the students participating in a variety of activities and so enthused about their work. The main areas which were most important to the successful implementation of a viable career education program as I see it from yesterday's visits are:

- A commitment from the educational system to do the job;
- Community involvement from the various CBOs;
- A staff which is committed to career education; and
- Materials which are written specifically for the grade levels involved and not one set to be adapted to all ages as is some material I've seen.

There are several other factors which seem to be most important in the curriculum development, including the variety of labs available to the students and the occupational based/related teaching of basic English and math skills. Although the program is not operational in all schools the basic model for implementation of a system is present. It seems, however, that it will be most difficult to institute career education into existing school buildings not designed specifically for the program.

Community-based collaboration is a necessity for such a program so that as many individuals as possible realize the difference between vocational and career education. Also, these groups would be able to sensitize the community at large about the potential impact of the program. In many cases this is necessary to justify the added costs needed for implementation. Because many groups have a different focus, these different views can all help shape the program as well as provide input into the curriculum.

The local CETA program does not have much, if any, impact on the local career education program except in working with some high school students as they relate to a vocational or work experience program. I see a potential for tying into the senior high program through CETA (realizing that many students will be excluded because of CETA income criteria) by providing work experience programs, vocational exploration programs, intensified career education counseling and job search activities, especially for seniors.

At this point there seems to be little local collaboration between the schools and CETA as it relates to career education. It appears that collaboration has taken place between the DCPS and other organizations, and helped to provide a viable system for career education development.

Rita Cox, Chamber of Commerce

Exceptional students: Miami is far advanced in the field of career education for exceptional students. The programming is individualized; the teachers are creative, patient and interested. The students are "mainstreamed" into the regular classes as much as possible. Activities provided in junior high include p.e., artistic activities, career education courses such as agriculture, home economics, woodshop and business lab. On the elementary level, a model for a career exploration lab has been funded. The activities include students working in small groups on one career activity at a time. We watched a home economics/life skills class.

Career education, junior high: We also had the chance to look at programs for junior high career education programs. These included business lab/office careers, health occupations, woodshop (including plastics), small machine engines and home and family living. These programs are followed by in-depth career skills programs in high schools. The programs seem good. However, additional equipment may be necessary in some cases. An occupational specialist is assigned to each school with career education programs. He seems well equipped to develop resources and seems to be getting a lot of career awareness materials, etc. However, there seems to be no coordinating center which avoids duplication or involves top-level management in helping the schools.

There is a willingness to collaborate and provide resources for the schools. This is from the organizational standpoint of Kiwanis and the Chamber. However, a staff and some creative thinking should be applied to properly utilizing these resources to the betterment of education. The communications process in the district (business community is talking with the school board) needs to be reworked so that staff has the authority to implement collaborative efforts. For example, the district should have a business liaison to make sure the business community feels it has a sounding board within the system.

The Chamber of Commerce and business organizations have been involved in the past in planning career education programs. An ongoing vehicle for participation on a long-term basis needs to be developed. The business representatives here showed interest in programs like Adopt-a-School and Career Education Advisory Committees; and could provide equipment, role models, speakers and field trips. They have asked for and will be supplied with information on these programs.

Occupational specialists do involve resource persons on a random basis. Greater community backing is needed to provide resources for programs. Top level clout should be used.

Judy M. Dellapa, 4-H

From my visit to the career education and special education program at Thomas Jefferson Junior High and Biscayne Gardens Elementary school, I saw the ability of an older school to "convert" to career labs quite successfully. There was the involvement of career education for the "normal" child but also the impact of the program on special education children. From such a visit, one can understand (a) the ability to provide job incentives such as baker, restaurant worker, etc. for many of these youth (special education); and (b) the use of the occupational specialist to seek resources for career education within the community.

We can use a variety of resource persons within the community to provide short term--perhaps one day--"lessons" on what their occupation involves. Also, field trips to businesses, industry and government organizations to see actual occupations at work can be helpful. We can use community resources (donations and personnel) to provide assistance for the five career labs (health, woodworking, small engines, home and family living, and business).

Cooperative Extension and 4-H could provide resource persons when schools have specific career days or throughout the career education programs. We could involve students who are in career education in our 4-H projects, enroll them as members and become involved in woodworking projects, foods and nutrition, a consumer education project, etc. From here they could become involved in the total 4-H program.

I can see this as being particularly beneficial to some of the special education students who would understand the concept, giving them a feeling of self-worth and of belonging to a club or organization. I see this as a very exciting possibility.

Dan James, 4-H

The teaching of exceptional children could be shared and enhanced by community collaboration. It will first take an awareness program that exceptional children have special needs, and then those needs will need to be identified. Identify those community groups that have an interest in working with the exceptional child and develop a system of sharing resources.

Many 4-H projects are adaptable to exceptional children. Career awareness is a major part of the 4-H curriculum. 4-H provides recognition for the exceptional child to be identified with a youth serving an organization that does not have the image of special education, etc. 4-H is working with exceptional children in the state school to teach: money management, consumer life skills, health care, arts and crafts, and food and nutrition. 4-H members with horse programs are teaching riding skills to exceptional children.

Robert P. Martin, Future Farmers of America (FFA)

At the junior high level, there was emphasis and a definite commitment to exploration (hands-on experiences).

It appeared that both the elementary and secondary programs were utilizing the community for resource persons.

FFA already relates to the local career education program but it might not be termed career education. FFA has involved the community for some time in ninth and tenth grade pre-vocational exploration programs in West Virginia which explore agribusiness and natural resources careers. Florida does the same thing at the seventh and eighth grade which is better in terms of progression into a regular preparation program. The FFA plays an important role in this progression.

Collaborative efforts are apparent through our regular sales and promotion with the regular business/industry activities. We have bacon and egg shows each year.

Polly Liss, Women's American ORT

First of all, to have seen the theory in practice was worth more than numerous books on the subject. Children respond positively to career education activity, participate well, and the support for the concept seems to be slowly but definitely contagious. It was brought out that in some cases the program may begin with a single teacher who sees the advantages of career education as an approach to deepen interest in school subjects. In other cases a teacher may have been asked to include career education in his/her approach to the subject matter he/she teaches. In either case, the principal is crucial for support and successful implementation for any classes involved.

Where career labs exist (in approximately 27 out of 153 schools) the teacher is paid to teach only in the lab but also serves as a coordinator for career education activities for the school. In North Beach Elementary School there is an employment agency in the school for students to work for teachers, office, library, etc. I learned how it works; requirements, rewards, etc.

Bilingual schools do not have career education. There is little continuation of the career education program in the senior high schools. There is a coalition for career education in Dade County which involves individuals and organizations representing business, industry, labor, parents and special education groups. It is only about a year and a half old but already seems to be an effective and cohesive group working to advance and promote career education locally. There is wide administrative support for career education with job titles reflecting the importance given the concept. Spreading the concept from school to school is still a one-by-one procedure. We first need to find a key person in addition to a receptive principal, and make continued efforts to enlist community support. Career education in the elementary school is still optional.

The knowledge I gained about the local schools and their career education programs is available to all interested groups. The Coalition for Career Education has good rapport with the school system and consequently is able to make a wave as events evolve when the position needs to be taken. The public at large still needs to be reached to inform them about what career education is; how and where it is being implemented; what their input can be (support, budget, volunteers in schools, etc.); and positive results of implementation. I spoke personally with a number of parents in the area who never heard of the concept but one was receptive once it was explained. There is no end to the public relations involved. All media should be involved.

ORT is already involved locally by having initiated the formation of the Coalition for Career Education and taken leadership roles. A glossary was devised to clarify terms used in career education; also a list of organizations involved with career education and a speaker's bureau was established.

Volunteers can help in the career labs. Chapters (or small groups from chapters who will report back to the whole membership) should visit and see for themselves the career labs; career education collections in libraries; visit teachers who carry out career education activities without labs; and encourage the spread of these functions in schools where they do not yet exist. A majority of ORT women are mothers and, as parents, constitute a powerful force to speak out for effective changes in schools to improve the quality of education by providing greater incentives to learn through career education activity.

It is possible, even if more funding for career education is not forthcoming, to introduce career education in more schools. Basic resources such as films, texts, speakers, etc. are already paid for and available. We can encourage support for legislation favorable to career education. We can encourage guidance counselors to be more familiar with job realities and to provide more realistic counseling.

The Coalition for Career Education is a powerful force for advancing career education. Parents serve as volunteers in the classrooms and labs. Business, industry, professions and parents provide speakers, tours and equipment as needed.

Genevieve E. Yarnold, Labor Unions

I did not visit any of the schools yesterday but I have had the opportunity to visit several of them over the past 12 months. On my visits to the career labs, I have learned of the tremendous interest of youngsters who participate in these programs and who are discipline problems in other institutions at times. I learned how basic skills instruction can be related to what is going on in the lab. By relating such instruction, it makes learning fractions, for example, more meaningful to the students when they see how necessary the 1/8 and 1/4 inch are if they wish to become a carpenter. Some students have also found it necessary to spell correctly if they are printing name cards which they sell to their relatives and friends.

This has many implications for community-based collaboration. Individuals who have expertise in the areas being explored by students in the career exploratory programs can serve as resource persons and be available to come to the school and speak with the youngsters about the requirements necessary to enter that career. Groups such as the Dade County Coalition for Career Education can be established by uniting individuals interested in careers with businesses, industries and labor groups so that such a coalition may take positive action at local, state and national levels to implement career education programs to meet the needs of all students. Such a coalition can also be a very effective lobbying group at a local and state level with school boards and state legislators.

Our teachers' union is very involved in the local program. As the union's community specialist, I am a member (and presently president) of the above mentioned coalition. Other labor unions which are part of our coalition have assisted the establishment of career education programs in various schools by acting as resource persons to advise the schools on the materials necessary to teach about certain trades and, as the carpenters did, by coming into the classroom and showing the youngsters the correct way to use various tools.

The coalition also has sponsored an "Adopt-A-School" program. We have adopted Thomas Jefferson Junior High. When that school began to set up their career education program, we acted as liaisons with their occupational specialist. He calls one of our members, tells her what field trips teachers are planning, and she then arranges with some of our members to be available to provide transportation to the students. Another way in which such a program can function is to be a liaison with community business people to help set up such field trips, either for an entire class or for one or two individual students who might wish to visit an office, for example, and observe how the employees work; or a pharmacist and observe what his daily duties require of him.

Ralph E. Kirkman, National Alliance of Business (NAB)

Dade County Public Schools' career education program provides many children K-12 with exciting opportunities for understanding the work world. Although only a relatively small percentage of DCPS participate in this unique Career Awareness/Exploration venture, a basic structure for system-wide implementation exists. The school system relies heavily on system prepared materials and career labs. Career education is not generally infused, however, in the total school curricula.

DCPSs career education program requires community-wide collaboration. The complex nature of this metropolitan area and school system demands carefully planned collaboration and cooperation of civic, business/industry and school organizations in order to provide school children with opportunities to view relevant career options while avoiding unnecessary duplication of effort.

According to local school personnel, Miami NAB does not currently participate in school-year career education activities; however, this organization provides summer youth employment opportunities which are career education related. NAB possesses considerable collaboration possibilities, especially in the private sector.

Last summer, Miami NAB provided 110 high school youth with paid career exploration work opportunities. NAB procured an adult to work with and schedule for each of the 30 youths involved in this program. Youth explored career options and were paid minimum wages. NAB will conduct this program again this summer for another 110 youth.

Cynthia Kronish, Women's American ORT

The dissemination of the program to the community--the need for the program to actively involve local business, professions and lay people in the program--to broaden the program to all schools in the system and to pressure the school board to fund the program on an ongoing basis, not from year to year. This program can make it possible to keep our youth in our communities.

The program and the ORT philosophy is almost one and the same: to teach the dignity of work; the far-reaching advantages of work; and living in the world.

Sonia B. Snyder, Girl Scouts of the USA

There was a great deal of mutual respect and support for the program among the teachers as well as between the administrators and teachers. They appeared to be very much goal-oriented for individual students, as well as for the program in general. It was evident that everyone cared. I have never encountered diverse (racial, ethnic) groups working in the degree of harmony I viewed yesterday. The basic requirement, beyond the drawing board for this type of program, is obviously people with the skills and level of commitment to carry it out.

Joint training ventures centered on values clarification, interpersonal relationships, racial awareness and leadership and organizations can provide the technical resources (hardware, machinery and equipment) utilized by trained organization volunteers to continue (reinforce) classroom learning in informal settings.

We relate to the local career education program at only a very superficial level. Our council encompasses 14 school (political) jurisdictions, each distinctly separated from the other. Our current collaboration is limited to providing speakers for career education assemblies and/or career days; persons with knowledge of careers in management; recreation program development; outdoor education; with a major focus on skills needed in these careers. We have also provided staff for workshops in defining and designing career paths in specific careers.

We could do a great deal more, particularly in reinforcing classroom learning in an informal setting. We have a wealth of human resources (volunteers) with a high level of expertise in leading program centered groups. We also have a wealth of community contacts who could provide hands-on experiences in the "real" world. Our own career education activities are very well received in every political jurisdiction we serve. This reception could be extended/shared with the school systems.

In developing the career education-oriented components of various programs, we received direct assistance from government agencies and public and private industry in developing curricula and training girls and adults (in partnership) to give leadership in carrying out the programs. Energy program: National Alliance for Energy (NAE) and C & P Telephone developed a broad range of career education activities in the program model. NAE and C & P Telephone trained girl/adult partners to give leadership in their local area in carrying out the program. Instead of offering counselor training programs at our camps, we are offering career education training in outdoor education. Park and Planning personnel, forestry, naval personnel (oceanography) and VEPCO (electric utilities) were members of the task force developing the curriculum. Teen-aged girls served on this task force as well as parents. The staff assigned was our resident camp program manager. The planning experience was fantastic for all, and the model developed will be tested this summer.

MINI-CONFERENCE DISCUSSION

Earl: Junior Achievement is basically a business education program to expose youth to career opportunities in a variety of business settings. It is typically a secondary emphasis upon youth in grades 10-12.

Ralph: NAB sponsors two types of institutes: leadership institutes and career guidance institutes.

Charles: CETA provides basically a Title I orientation along with some emphasis upon Title III. By working through the schools (vocational), Wilmington is beginning to develop a career education focus.

Polly: The Women's American branch of ORT is 51 years old. The purpose is to raise money to provide vocational programs for Jewish people in 22 countries. The recent emphasis on career education is a natural extension and moves the effort beyond the "single subject" orientation.

Sonia: Girl Scouts of America tested the national program "From Dreams to Reality" and found it to be both sexist and racist. In concert with a number of other programs, the Nation's Capitol Council has established a number of career education programs, i.e., the CETA effort.

Bob: FFA is making an effort to rotate senior high students through occupational clusters.

Rita: The Chamber of Commerce emphasis is upon career education at the secondary level. Career education has been a concern of the Dallas Chamber since 1964. Since 1971, a staff of two professionals has served the Dallas Chamber.

Dan: The 4-H connection with a land grant university provides the curriculum base. A collaboration of national youth organizations is currently involved in staff development in the Dallas area.

Stephanie: Through CETA, Baltimore received $25 million under the Title IIIC, part 2, YIEPP. The enthusiasm for this program is focused on the ability to attract out-of-school youth to return to school. The Harbor City Project has established a linkage between the schools and manpower personnel.

John Standridge: The Dade County Schools have made a concerted effort to separate career education from vocational education. Career education is a concept, not a program. There are about 250 schools in DCPS and career education is operating in 27 elementary schools and approximately 16 junior high schools. The actual involvement at the senior high level is more difficult to identify because of career specalization. There is strong community linkage.

Ralph: Dade County schools are providing K-12 youth with rich opportunities for career education. Collaborative effort is necessary to avoid duplication and NAB does not participate in school programs during the regular school year. However, the NAB summer program in Miami provides 120 youth with career opportunities, and this summer effort certainly could be transferred to the regular school year.

Sonia: Teachers have a high goal orientation for youth. There appears to be good working relationships between teachers and administrators. There is substantial human and hardware (technical) resources. GSA could marshall its community resources to provide youth with hands-on activities. Careers in outdoor activities are particularly important to the GSA program and represent the expertise of the GSA.

Charles: There appear to be four points for a viable career education program: (1) commitment from the top; (2) CBOs must be involved in planning and provision of services; (3) staff must have commitment and awareness of career education; and (4) materials specifically related to the levels of youth training, etc.

The junior high schools have been built around the career education concept. However, the question remains: to what extent has the community been involved? There is not enough career education going on at the senior high level.

Rita: The collaborative efforts are necessary for a successful career education program. I am concerned that there the "top" level of the business community is not involved in the career education program. The schools need to better coordinate the community resources.

Stephanie: The continuity and sequential development of the program seems to be its strength. The goals of career education and the manpower community are very similar, with one distinction: manpower does not involve elementary age youth. There appears to be a positive effort from the career education program in Miami.

Dan: I am impressed by the way the career education program in Miami is working with exceptional children. The occupational consultant--a "program hustler"--is a vital element in linking the community resources with the needs of exceptional children. There needs to be a system developed whereby information and resources can be shared. 4-H has sponsored programs pairing a 4-H youth with an exceptional child to participate in activities such as riding a horse.

Polly: Actual visitation was more helpful than all of the monographs on career education. Career education is only in 27 out of 125 elementary schools, and 16 out of 44 junior high schools. It needs to be expanded. The Career Lab at the elementary level offers a wide variety of career exposures. Even at the elementary level, youth are provided an opportunity to "apply" for a job--a job working with teachers--this experience enables youth to develop good habits supporting career development. There needs to be more emphasis at the senior high level.

The Miami system seems to be very open and the Dade County Coalition for Career Education is playing a significant role. The community needs to be better informed. The career education program must reach the parents. Through the Coalition, a speakers' bureau has been created and organizations interested in participating in career education have been identified.

Parents can say things that school administrators and teachers can only think. ORT is an initiator. Regardless of funding, ORT is interested in maintaining career education. Commitment permits programs to continue even though programs are not funded.

The Coalition of the CBO's is one of the more powerful community forces, and I wonder why no other CBO representatives mentioned the Coalition.

Bob M: Are the regular classroom teachers involved in career education? Infusion is beginning slowly at the elementary level. FFA is involved in many activities that are career education related. I am impressed by the career exploration efforts being conducted at the seventh and eighth grade level.

Earl: A couple of aspects made an impact. The program: (1) recognized a community need; and (2) responded to the need through mutual school/community effort. Junior Achievement depends on community involvement.

Bob C: FFA is using the career education program as a public relations tool but career educators need to involve FFA personnel mors extensively.

Fred: I am most impressed with the classroom teacher. Not all of the schools in Dade County have professional staff with similar commitments. Locally, JA operates career education programs for fifth and sixth grades, junior high students (Project Business) and high school youth (Hands-On experience) Project Business is operating in all 44 junior high schools. JA is interested in more extensive involvement with the schools.

Ken: South Florida NAB has just been reorganized after being defunct for several years. Reorganization has focused on providing jobs for multi-ethnic poor who need work because of family responsibilities. South Florida NAB has a goal to become more involved in career education.

Cynthia: There are 7,000 members of ORT in the Miami/Dade County area, and these represent families which means the support base is more extensive than 7,000 individuals.

The moderator asked each of the participants to respond with free association to the word "collaboration." The following are their comments:

- commitment
- cooperation
- interaction
- equal partnership
- participation
- support
- communication
- decision-making
- dialogue
- sharing
- coordination
- consensus
- linkages
- understanding
- active
- compromise

- negotiation
- integration
- involvement
- working relationship which mesh partners so that no one can tell which partner performed which task (i.e., writing a book)

The moderator further requested that the participants free associate responses to the issue of "Problems or Constraints to Collaboration." The answers given are listed below:

- lack of understanding
- turf protection
- politics
- finances
- priorities
- staff (human resources)
- change
- identification of key individual (prime movers) missing
- turf building
- vested interests
- legal
- win-lose situation
- legislation
- lack of commitment (continued commitment)
- postponing involvement
- lack of plan of action
- lack of time line of activities along with goal-oriented activities

The moderator asked if there were "Dangers of Collaboration" and received the following responses:

- can get opted;
- what you bought into was not what you bargained for;
- if career education worked optimally, would it put CETA out of business?

PARTICIPANTS' RECOMMENDATIONS

There were no recommendations forthcoming from this on-site mini-conference.

Appendix

AGENDA

National Career Education On-Site Visit
June 5 and 6, 1978

DuPont Plaza Hotel
300 Biscayne Boulevard Way, Miami

MONDAY, JUNE 5

8:45 - 9:00 A.M.	Registration DuPont Plaza Hotel Executive Suite A
9:00 - 10:30 A.M.	Orientation DuPont Plaza Hotel Executive Suite A
10:30 A.M. - 3:00 P.M.	School Visitations Schools as Assigned
5:00 - 6:30 P.M.	Reception - Cash Bar DuPont Plaza Hotel Encore Room

TUESDAY, JUNE 6

9:00 - 12 Noon	Feedback Session DuPont Plaza Hotel Executive Suite A Involvement of all participants: visitors, local counterparts, school principals, and local administrators
12:00 - 1:30 P.M.	Luncheon DuPont Plaza Hotel Encore Room
1:30 - 4:00 P.M.	Where Do We Go From Here? DuPont Plaza Hotel Executive Suite A

MIAMI (DADE COUNTY), FLORIDA

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Jewish Vocational Service

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Dade County Schools

Linda McLachlan
Dade County Schools

ON·SITE
MINI·CONFERENCE

SCHOOL BOARD
OF PINELLAS COUNTY

St. Petersburg

JUNE 8·9 1978

ON-SITE MINI-CONFERENCE IN COMMUNITY COLLABORATION

EXEMPLARY PROGRAM: School Board of Pinellas County
St. Petersburg (Pinellas County), Florida
Myrtle E. Hunt, Site Visit Coordinator

PROGRAM PRESENTATION

Pinellas County: The Situation

Pinellas County, Florida, is a predominantly urban county, located midway of the state and directly on the Gulf of Mexico. The county is a peninsula which includes the area forming the western side of Tampa Bay, is bounded on the west by the Gulf of Mexico, Pasco County on the north and Manatee County on the south. Current population is reported as 791,160, and the county covers a land area of 264 square miles. Population density of Pinellas County is the highest in the State of Florida, with approximately 2,997 persons per square mile. Census data also reveals that 100 percent of the county's population is "urban" with zero percent categorized as "rural."

The largest city is St. Petersburg (285,360), but the county also includes several other cities: the county seat, Clearwater (90,120), Largo (60,380), Dunedin (32,980), Safety Harbor (6,105), Seminole (5,910), and numerous other incorporated areas with separate municipal governments. Approximately 213,120 persons live in unincorporated areas.

The county's population is 91.5 percent white, 8.2 percent black and 0.3 percent other; however, racial composition of the school age population is 15 percent non-white and 85 percent white. Fifty percent of Pinellas families are in the middle income range ($6,000-$15,000); 37 percent receive under $6,000. The latter group includes many retired persons living solely on social security benefits. Families with incomes over $15,000 represent 13 percent of the total population. Business and professional people are predominant in this group, but there are also many retired persons with substantial incomes.

Recreational, cultural and sports facilities are numerous. Tourism is encouraged and the county has some of the finest white sand beaches in the State. Pinellas County is considered the hub of tourist activity on the suncoast. Tourism rates increase annually, with over three million visitors reported during 1977, spending over one billion dollars. Approximately 275,000 tourists visit monthly. The effects of tourism on the county's total economy, labor force demand and educational programs is of vital significance.

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A strong commercial climate is evidenced by such diversified industries as construction, boat building and repair, chemicals, communications, electronics, concrete products, furniture, clothing, citrus and seafoods, along with the many businesses and services needed to support a booming water oriented tourist industry, and a constantly expanding permanent population.

The Pinellas peninsula is one of the major urban growth areas in the nation and was cited in a recent study by Chase Econometric Associates (a subsidiary of Chase Manhattan Bank) as having the third highest job potential in the United States. The area ranks third among the country's top ten potential growth spots during the next decade. Pinellas County is ranked third in employment growth potential, being exceeded only by Beaumont, Texas and Ft. Lauderdale, Florida. The Chase study figures indicated that Pinellas County will have a 5 percent per year growth in new jobs for the next eight years. The current rate of unemployment is approximately 6 percent.

Pinellas is the most populous county on the Florida West Coast, and it is expected to acquire approximately 122,000 more residents by 1982. This 15.4 percent increase would give Pinellas a total of 913,160 and continue its rank of third largest county in the state. (Dade and Broward are larger.)

The rapid pace of population growth in Pinellas County since the 1960's represents one of the central forces in educational planning. The 1960 census listed a total of 375,000 residents. The 1970 census showed a county population of 522,329, an increase of 39.4 percent in the ten year period. This rate of growth has already been surpassed during the current decade, and there is every reason to believe that Pinellas will pass the one million population mark by the end of 1980.

Changes in population age group distribution are of particular significance when planning for projected educational needs to facilitate area labor market requirements. In addition, the vast increase in the total population amplifies the importance of age group distribution changes as it affects the needs for programs to serve the various age brackets. The latest figures available indicate that:

- 23 percent of Pinellas residents are under 18;
- 50 percent are under 50; and
- 27 percent are over 65.

If predictions hold true, by 1985 the population in the 18 to 24 age bracket will increase over 28 percent making this the age range of largest growth. This increase in the younger age group reflects rising demands for more educational facilities to serve students of all ages, and for educational programs of a more dynamic nature.

It is true that many retired persons live in Pinellas County; however, an upward trend in the number of young families has been demonstrated by the growth of the school system. The Pinellas County school system is the 26th largest school district in the United States and the fifth largest district in Florida. The total K-12 enrollment is 90,768 in 70 elementary schools, 20 middle schools, 13 high schools, and 6 exceptional student centers. Enrollment in the county's four vocational and adult education centers is 18,326. Total enrollment of all educational centers, as of September 25, 1977, was 109,094. The following table indicates the rapid rate of growth.

GROWTH OF PINELLAS COUNTY SCHOOLS

Year	School Centers	Enrollment
1920-21	33	3,225
1930-31	52	11,135
1940-41	53	13,666
1950-51	60	20,048
1960-61	96	55,177
1970-71	117	80,224
1977-78	113	90,768*

* Does not include students enrolled in the vocational centers

A seven member elected school board sets policy and provides leadership through an appointed superintendent for the county's 6,061 instructional and administrative staff, and 3,700 supporting services staff members. Operating budget for fiscal year 1977-78 was $181,186,334. Local revenue provides 40.18 percent of the total budget and the state provides 52.33 percent, with only 7.49 percent coming from federal sources.

Increasing wage rates, more productivity, expanding income levels, less volatile business cycles and stabilized employment have been and will continue to be some of the economic rewards of future progress in the county. Underlying all of this is the assumption that the county school system has the ability to cope with deterrents and meet individual and group educational needs.

The responsibility of career education is to provide an open road to the future in programs where individuals can fulfill personal potential and meet changing labor market requirements. This will require careful and constant surveillance of a multitude of "change factors" affecting all socioeconomic progress. Planning in the field of education requires both the comparison and analysis of the past and detailed study of relationships to future projections. As the tempo of technological progress increases, programs must keep pace with education's commitment to the society it serves.

The following are interesting facts relative to Pinellas County:

- Average cost per pupil is $1,330;
- Fifty-six percent of Pinellas high school graduates went to college in 1977; ten percent went to trade or technical schools;

- Pinellas schools have integrated staffs and student bodies on an approximate county-wide average of 88 percent white to 12 percent non-white for teachers and 85 percent white to 15 percent non-white for students; and
- The average teacher-pupil ratio is 1:27 for elementary, 1:25 for middle school and 1:27 for senior high.

Summary of Career Education in Pinellas County, Florida

The Pinellas County comprehensive career education effort was first funded as a Part C (VEA 1968), demonstration research and development grant, by the U.S. Office of Education. Funds were directed to Pinellas County by the Florida Department of Education. The grant was part of the $9,000,000 in discretionary funds allocated to individual states for the development of mini-career education models. The District School Board of Pinellas County received $280,556 to be used for the development of a model for the State and to test that model by implementing it in 10 Pinellas schools (K-14). Subsequent funding, from federal, state and local sources has totalled nearly $1,500,000.

Goals and Objectives

Broadly stated career education goals and objectives were designed to provide:

- Self-awareness and career exploration at the elementary level;
- Career orientation and career exploration at the middle school level;
- In-depth exploration and skill development in specific clusters at the senior high school and postsecondary level;
- Placement and follow up services to all students exiting school;
- Intensified guidance and counseling services at all levels K-14;
- In-service staff development workshops relating career education to professionals at all levels of education;
- An organized system for dissemination of career education information to interested and concerned persons;
- Development of a comprehensive plan for articulation of career education; and

- An organized effort to establish a system for evaluating both processes and products of career education.

Career education in Pinellas County is for all youth and adults including the college bound; and because true career choice is developmental, it starts in pre-kindergarten where children first begin to become aware of themselves, the nature of work and the kinds and requirements of the work to which they are best suited, and it continues throughout secondary, postsecondary and adult programs. Career education concepts are integrated into already existing programs at all grade levels. Activities designed to focus on self-awareness and career awareness are conducted as integral parts of ongoing studies in language arts, math, science, social studies, vocational education, music, art, health, physical education, foreign languages and exceptional student education. These concepts have provided a new and different focus which has had considerable impact on the structure of education for students.

Students K-14 are helped to develop decision making skills, thus enabling a systematic application of information to rational processes with regard to the eight elements identified in the national career education model and the 15 occupational clusters developed by USOE. These elements, although subsequently modified, have been used to weave comprehensive career education into a sound basic program.

Extensive guidance activities conducted by both guidance personnel and classroom teachers assists in the development of self-understanding, personal values, attitudes, interests and abilities as they relate to others and as they relate to potential career choices. An attempt is made to unify the school's educational programs, consisting of academic, vocational and guidance experiences around an occupational and career development theme, using self-awareness and career awareness as visible vehicles.

This experientially centered curriculum provides a comprehensive and personalized program of education focused on careers. It not only provides academic instruction, job information and skill development, but more importantly, it helps students develop positive attitudes regarding the personal, social, psychological and economic significance of work. Career related activities provide for fusion of the intellectual and affective aspects of learning and the practical application of acquired skills, all aimed at helping students keep pace with and adjust to rapid social and technological changes.

Accomplishments and Results

Both process and product evaluation (recorded in 1973-75-77) indicate positive growth toward stated objectives. A post-test only design has been utilized and statistically significant differences consistently were found between experimental and control students.

During the past six years, career education has been implemented with varying degrees of success in 50 elementary schools, 20 middle schools, 12 senior high schools and 2 postsecondary institutions. Demonstration schools have been developed at the elementary, middle and senior high school levels. Full implementation is expected during the 1979-80 school year.

Gene: Pinellas Career and Economic Education Committee has 24 members; two-thirds from the community. We have worked on integrating career education and economic education which both involved the business community and this involvement seemed to be causing concern.

Myrtle: Career education started in 1972-73, getting the entire Florida share of federal funds with a mandate to develop a state model. Aspects of this have spread to almost all Florida counties. Placement and follow up were early functions. Bill Rennie has worked on the EBCE project as well as the OCE project which is a state consortium effort. We even do career placement/planning for Indo-Chinese refugees. In 1972-73 we realized we had evaluation problems. Tom Justiz became our internal evaluator.

Tom: Discussion of the Florida Council on Economic Education is a part of the printed materials. (These materials were presented to all participants.) Project EPIC is now dissolved and has merged with FCEE who will try to set up career education/economic education councils in each of Florida's 67 counties. There are six components:

1. Gain and maintain interest of statewide business community;
2. Develop valid and reliable evaluation instruments based on agreements between local educators and statewide business/industry;
3. Develop evaluation measures at each school level that can be administered accurately and comfortably and with sound research design;
4. Develop system for computer processing of evaluation data;
5. Develop local committees of business/education to digest evaluation reports and make recommendations to schools; and
6. Develop local guidelines for local schools to use data with students in personal meetings to help them develop their career education profiles.

PARTICIPANT'S SELF-REPORT

Lisa Hinton, Future Farmers of America (FFA)

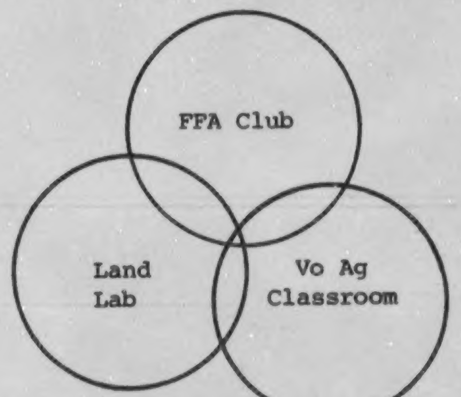
Vocational agriculture and FFA are separate but intermixed programs. Vocational agriculture is classroom instruction; FFA is a club that evolves from classroom instruction. For example, if selection of beef cattle is taught in the classroom, FFA offers a contest that allows the student to compete using the knowledge he has learned (for awards).

Vocational agriculture related to career education: being a vocational program, agriculture is naturally directed at preparing students for jobs. Agriculture has gone a step further in Florida with programs for seventh and eighth graders that are not preparing them for a job but are orienting and exploring jobs in agriculture and agribusiness (which encompasses 40 percent of jobs in the U.S.). These programs are designed to give the student a broad view of the careers that are considered agriculture or agribusiness (orientation - seventh grade) and then letting them explore the activities, duties, etc. that are involved in these jobs (exploration - eighth grade).

FFA's part in this structure is to develop contests and activities that give students incentive an opportunity to compete using their career skills. Some such programs are already in existence such as the public speaking contest and parliamentary procedure contest in which students demonstrate important employability traits. But I feel there is a much broader horizon of contests possible that are also career oriented. For example: job interview contest (already existing in one state); exploration of career projects; and . . . this is where work needs to be done!

Florida Vocational Agriculture Model

Seventh grade	-	9 weeks	-	Orientation to agribusiness and natural resources occupations
Eighth grade	-	18 weeks	-	Exploration of agribusiness and natural resources occupations
Ninth grade	-	36 weeks	-	Basic principles of agriculture



FFA staff is state education linked; 4-H is university linked. Of maybe 24 in a class, 15 are FFA members. All vocational agriculture students are not automatically FFA members.

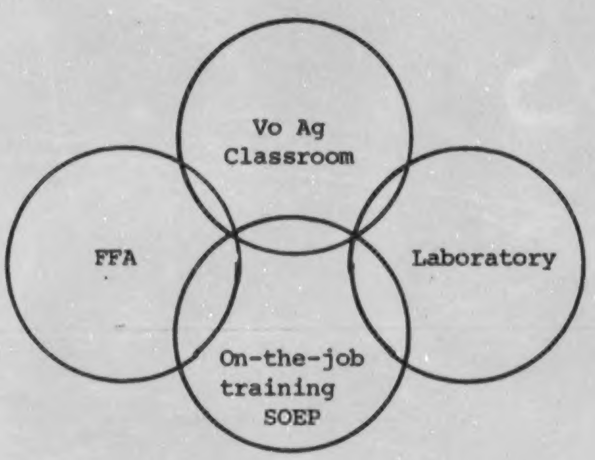
Homer Bushey, Future Farmers of America (FFA)

The course of study for eighth grade agriculture is an orientation and exploration of the major areas of agriculture including agriculture production, conservation, agribusiness, ornamental horticulture and agriculture mechanization. The time allotted for this class is 10 weeks in length.

To supplement this program as well as the high school program, FFA alumni of the chapter help supply the opportunity for students to visit and see the actual businesses in operation and to make the student aware of what the actual business is. In addition to an alumni association, a chapter also has a department advisory board which aids the instructor in decision making policies of the program. The committee consists of local farmers, area agribusiness people and representatives from the school district's board of education.

Another part of the instructional program in the second year of high school, a booklet called "Occupations in the Agriculture Industry," is used in preparation of the "investigative" stage of selecting a tentative agriculture occupation. To promote continuing scope in the field of agriculture for the student, the national FFA Foundation composed of nationally known businesses, contributes nearly one million dollars in awards. One of the awards that begins at the local level and continues right on up to the national level is called the National Proficiency Award which is given in 22 different areas of agriculture.

The structure of agriculture is in the following manner: classroom instruction supplement with land and ship laboratories, FFA contests and finally, on-the-job training through a supervised occupation experience program.



James C. Edwards, 4-H

By nature the 4-H program has and is conducting career exploration. This statement is supported by the fact that the 4-H program is community based and instruction of 4-H members in their individual project areas is done by a volunteer with expertise in the project area.

In Virginia we do not have a career exploration project, but we are exploring the development of such a project. We plan to incorporate career exploration into each of the 23 major project areas. The methods that we plan to explore using are computers, project leaflets, worksheets, tours of businesses and industries, career days and internship programs. To accomplish this, I plan to write a proposal asking for financial support to develop the materials.

Through the 4-H program career exploration can be easily incorporated, since our members are allowed to select project areas that they are interested in. To incorporate career exploration, one would need to discuss with the members the jobs that are related to their project work and give them the opportunity to observe persons who are actually working in the job areas that are related to their project areas. Career exploration is great and 4-H can and will get involved.

F. Douglas Johnson, American Legion

Personal suggestions on career educational development at the community level include the following:

- Increased collaboration with other community organizations. The development of a "Council of Community Organizations for Career Education" would appear to be very helpful.
- Increased involvement of students in career education decision making. Include students in meetings on career education. Ask them for their ideas; we may be pleasantly surprised.
- Improve promotion of career education to the general public. Many people have no idea what career education is, and therefore do not care to become involved. With a better understanding the public is more likely to support legislation concerning career education.
- Increased emphasis is needed on encouraging educators to teach (and practice) work habits and citizenship. We hear so much about people's rights today. Students should be taught that along with these rights each citizen has responsibilities. In the writer's opinion, each classroom in the U.S. should include our national flag and each school day should begin with one minute of silent meditation followed by the Pledge of Allegiance to the Flag (by those who wish to recite it).

- A resource file of all the collaborating organizations should be developed. Sometimes we tend to "re-invent the wheel" due to lack of knowledge of what others have already developed.

Roy Pace, Boy Scouts of America (BSA)

The exploring program is based on attracting young people of high school age to a program which is career oriented. The local Scout Council cooperates with as many business, government, industrial, labor and civic organizations as possible to stress the need for a hands-on career interest among students. This is accomplished by involving youth in explorer posts chartered to these varied organizations. Youth have the chance to associate with persons in the career in which they are interested; they have a chance to see all facets of the career; and they have the opportunity to actually take part in some of the tasks which are part of the career.

The Exploring Division has long been a part of extracurricular activities of students. In Pinellas County the division has conducted a career interest survey in schools for five years. This survey has 186 career and hobby interests from which students may pick their choices. Data from the survey are compiled by an explorer post specializing in computers (engineering, programming and operations). The data printouts are provided back to the schools for use in tracking the individual student's career interests, and to use in counseling the student. The survey is used by the Exploring Division to identify and involve students in existing explorer posts, and to identify where the demand exists for new explorer posts.

In addition, in-school programs are stressed by the national council. Locally, this has been implemented by an alternative school in south St. Petersburg which uses exploring as the central vehicle to movtivate socially maladjusted students. This has been one of the most successful programs in the local area.

Another program available to schools is the career seminar. The Exploring Division can arrange to come into a school and offer a seminar on one or more careers to acquaint the students with the career and the employment possibilities related to it. The seminar agenda provides that the following items be covered:

- High school subjects needed for career;
- Other training or formal education needed for the career including suggestions on work/study, scholarship or other financing;
- Supply and demand for jobs;
- Special job problems;

- Licensing, union or professional memberships involved; and
- Any other career-related items.

The basic position of the Boy Scouts of America is that since "career education is the totality of experiences through which one learns about and prepares to engage in work as part of his or her way of living," the Cub Scout (boys 8-10), Scout (11-17) and exploring (boys and girls 14-20) programs are career education and that local councils work as closely as possible with as many community organizations (especially schools) as possible to give every young person the opportunity to benefit from the advantages of the program.

Barbara Brophy, The National Federation of Business and Professional Women's Clubs, Inc. (BPW)

Relative to working with career education systems, BPW is a national and international association aimed toward the advancement of working women. As such, it has national and international platforms, objectives and programs. But implementation of the latter is generally through local clubs within each state.

The concept of career education as defined by the Office of Career Education hopefully might be endorsed by BPW on the national level with encouragement and support for local clubs to design, coordinate and implement actual programs. There are no doubt a variety of programs that could be designed by BPW. One endeavor that comes to mind immediately is that segment of education based career programs termed "experiential learning." Since BPW members are all either presently working women or retired from careers, they could serve as role models for students; as sources of informational interviews; as exemplars to shadow, observe or work with.

BPW clubs interested in participating in career education programs might actively seek positions on career education advisory councils where these exist or might initiate such councils.

Richard Mackay, CETA

Subject: Basis for collaboration between CETA prime sponsors and a local career education model.

CETA provides funding for paid work experience for economically disadvantaged youth and some "transition services" for high school youth. CETA prime sponsors are independent on the local level and are responsible to DOL for planning, implementation, administration and meeting DOL objectives.

The basic objective is to transfer income as an incentive for youth to remain in school or return to school (integration - infusion to give relevance).

CETA work experience must be integrated with other school based activities that are part of a career education. Jobs funded by CETA could provide the basis for:

- Early career exploration (job sampling);
- Implementation of career goals;
- Real experience for vocational education courses; and
- Creation of real work environment to teach behaviors; (we cannot allow youth just to put time in, but must make them responsible for meeting normal work standards).

CETA for out-of-school youth can provide incentives for return to school, but schools must realize that economics was only one of many problems that forced youth to drop out. CETA "transition/services" can help fund alternative schools and provide employment outcomes as an incentive as well as on-going paid work experience.

Schools, for their part, must put career development on a concrete basis by formally developing individual employment plans for youth. A youth must not leave school until his/her next step is planned. It may be a job search in a specific occupation, postsecondary education or skills training, etc. These employability plans can bridge the gap between schools and CETA by directing the prime sponsor toward specific youth who could utilize a paid work experience and by directing the job development effort so that jobs available meet the needs of the youth. This activity would allow prime sponsors to know with whom and where to direct their efforts.

Community based organizations can be a great resource to the schools and the prime sponsor by providing part time jobs and sensitive supervision. It must be realized that the CETA system is complex, under many regulations and frequently monitored, leaving little time for real collaboration and innovation. Schools and CBOs must understand that system. They must make the prime's job easier by doing on their own some of the necessary steps that are required by DOL for program implementation. They must be aggressive. Primes want and need help but must develop and operate programs that meet the legislative intent.

There is a nationally perceived problem that youth are unprepared to make the transition from school to work and to make career changes later in life. Policy decisions are being made now whether to address this problem on a remedial or a preventive basis.

The remedial approach emphasizes treatment for adults and older youth that would provide basic education, skills training, work experience and supportive services (including career development, development of appropriate work site behaviors, etc.). A preventive approach could be represented by a career education model in the primary and secondary schools, emphasizing treatment for youth early-on that would prepare and provide assistance to youth to make career choices, develop good work habits, give knowledge of the job market, etc.

At this time, the Congress/Administration is putting $11 billion into CETA, a largely remedial program, and $10-million into career education, a preventive program. It must be concluded that career education is not perceived as a way of alleviating the problems. Federal funding for career education is necessary for a preventive program to gain recognition.

Federal funding for career education is dependent upon the career education supporters forcing marriages at all governmental levels. Each federal, state or local program is funded to address a perceived problem on a categorical basis with the special interests who are organized or have been given responsibility for meeting the problem. These programs, because they are not dedicated in toto to a central concept, are at times conflicting either directly or indirectly by programmatic implication. If the categorical nature of the programs were to be removed, the programs would become competitive. The result of competition would be a win/lose situation or compromise, with the appropriate level of government making the decision. Duplicative and competitive programming must be minimized.

If the struggle to decategorize these funds were successful, career education could be the compromise needed to draw together now disparate efforts. To do this, the career education supporter must be willing to address and accept the following:

- Realize that for a generation remedial as well as preventive programs must co-exist with a gradual shift from heavy remedial to preventive emphasis;
- Move toward a simple, objective, measurable concept so that any preventive program can have accountability; and
- A political constituency must be formed that can exert pressure on funding sources.

As it stands now, a coalition of CBOs who are marginally involved in supporting a fairly nebulous concept will never exert sufficient pressure on the Congress, Office of Education (HEW), state education agencies and superintendents. A strategy that identifies the key decisions and decision makers; that understands why existing programs are supported and the differences between career education and the existing funded programs; and that generates support from the top rather than from the bottom. Local committees and CBOs do not have a voice at the decision making level.

The tax base for school support is under attack; federal and other nontraditional funding sources must be counted. But federal funding will necessitate a national concept that has consensus support at all levels at all places. Initial funding will only be available for first steps toward implementation of the full program concept and will need to be secondary to remedial programs.

Again, inherent to all efforts is the need to develop a simple, understandable concept-an easy handle-so that there is an identifiable effort, an object of funding, an object to support for CBOs, etc.; a foundation for consensus and collaboration. This concept must be marketed at all levels but with the aim of gaining political support.

Herbert J. Scruggs, Rotary International

Taking the community level, we see career education broken down into three basic thrusts and hopefully implemented as follows:

1. Forming a local Rotary core group to study material collected from mini-sessions, exemplary sites, pilot projects, etc.; analyze what we are now doing in the field of career education; application of information to our local area and formation of a plan for selling the program to our full Rotary Club (and/or other interested local organizations) and top administration. Rotary success: a) Corpus Christi; b) Gold Beac, Oregon.

2. Well armed with the support of local leaders (Rotarians, etc.), approach local administration with career education plan. Hard sell plan at any reasonable cost and obtain unqualified support.

3. Supported by administration, implement plan to local schools and businesses. Comprehensive, periodically reviewed, etc., (Rotary, administration, teacher, business, industry, labor).

   Note: Pitfalls of other programs must be avoided; Chicago for example. Be completely open to periodic change and monitoring of other programs which are similar and could offer beneficial suggestions. Ideally, through publicity and cooperation of other organizations, the program will be picked up and supported by other communities, state government and Rotary National.

William Donahue, National Alliance of Business (NAB)

NAB has recognized and has actively dealt with the crucial concept in career education that student career development must be dealt with throughout the educational curriculum, not as an addition to or an adjunct. In addition to other career related programs, the NAB's Career Guidance Institute's program seeks to foster career education in the classroom by broadening educator knowledge of the work world outside education and by stimulating communication, cooperation and resource sharing between educators and business people.

As an educator who has developed and implemented school/business collaborative programs in association with NAB, I should like to offer a few perspectives. First, the greatest obstacle to the implementation of a comprehensive career education program is, most career educators will agree, the difficulty of obtaining active involvement of and commitment by classroom teachers and counselors, particulary at the secondary level. For a number of reasons, which need not be dealt with here, teachers and counselors must be given incentives to "buy in" to career education. The simplest incentive is, of course, to mandate; but where this is not possible others must be employed.

In our NAB programs, we have employed several incentives: graduate credit, mini-grants and released time. However, through our evaluations of our programs we have learned that the most effective incentive (that which best succeeded in "turning teachers on to career education") has been the direct interaction of educators with business people. The opportunity to visit, talk and work with business people has been very successful in stimulating educators to become actively and enthusiastically involved in career education. In summary then, school/business cooperation can be an effective tool in building a comprehensive, infused career education program.

A second point on the matter of collaboration: frequently, school/business collaborative programs will be established and will look fine on paper and in the newspaper, but in practice will fall short of expectations. Directors of such programs and participants in them often echo the sentiment that a major cause of problems is that classroom teachers often fail to take advantage of the collaborative programs. Our experience has shown the value of emphasizing direct and personalized relationships between individual educators and business people as opposed to relationships between school districts and business organizations. Our CGI "Bridging the Gap" has been most successful, and that success can be attributed largely to the attention to personalization and individualization.

A third and final point: I have been most impressed with the level of commitment of the Pinellas County business community. Such commitment is rare. Superficial commitment and involvement by the business community is easy to stimulate, but in order to achieve truly effective cooperation it has been our experience that deep business support can only emanate from the business community itself. This is to say that leadership for school/business collaborative efforts must come largely from the business community.

Sonia Lipschultz/Beverly Aaron, Women's American ORT

ORT is the largest nongovernmental vocational training program in the world. It operates in 30 countries on five continents. This year we are training over 76,000 students in our 90 skills. We have graduated over 1,000,000 students in over 800 installations. WAORT is 50 years old and represents over 135,000 women in over 1,000 chapters in the U.S. In the Tampa Bay region we have six chapters representing 900 community involved women who are dedicated to the principle of quality education for all.

Realizing the crisis in education today, we stand for adopting new attitudes and new approaches to an outmoded educational system. We stand for viewing education--academic and vocational--as one organic whole. To achieve this, we must elevate the image of vocational education to what it should and can be.

The infusion of career education in the schools, K-12, is most necessary if meaningful job choices are to result in productive citizens. The school alone cannot accomplish this. In order for education to be meaningful and realistic it must be in and of the community. Both the support and the advice of the community are integral parts of a collaborative effort toward a viable quality education that will produce students job-ready with marketable skills.

To accomplish these goals, WAORT sees our role as including the following:

- To support legislation affecting education;
- To participate on advisory councils; on national, state and local levels;
- To help develop career awareness enrichment programs in schools;
- To help develop in the community an awareness to the need for career education in the schools through mass media campaigns;
- To act as a catalyst, to form coalitions to stimulate community action and understanding of career education;
- To provide a volunteer force within the school system;
- To provide resource speakers to act as a career talent pool; and
- To promote career guidance and planning through community involvement of volunteers.

Ron Richards, Boy Scouts of America

The Career Education Exploring Program's purpose is to enlarge the vocational scope of today's youth through the provision of a wide range of career experiences; to give youth, at an early age, a better perspective of a future technical or professional leaf to provide out-of-class learning experiences.

For any city as large as New York, with its many problems, there has to be a collective effort on the part of many organizations if the above objectives are to be a real and meaningful experience. This cannot be obtained in school classrooms alone.

The Exploring Division of the Boy Scouts of America Greater New York Council has a program which supplements career guidance efforts. It is called Career Education Exploring. Through this program, students are exposed to a wide range of careers available in New York City. How? Explorer posts or clubs are established in schools, and meetings are arranged to coincide with class schedules. Each student participates in three career experiences every month; two in school presentations and one field trip.

The scope of career sessions to choose from is broad. Many corporations are involved, including American Airlines, CBS, Con Edison, Bronx and Brooklyn District Attorney's Offices and many others. As a result of our development with the support of the Bureau of Education and Vocational Guidance of the Board of Education and the junior high school principal's association, there is justification that the schools realize the need for support from the business world.

Jim Northrop, 4-H

Due to the nature of the structure of 4-H and the way the education program is delivered, it is career exploration.

- Structure: university-based;
  supplemented by community volunteer instructors, many of whom are employed in the respective occupation.
- Delivery : small neighborhood;
  generally informal; groups of youth "led" by one or more knowledgeable adults (may be supported by materials, information, publications, activities, events, etc., from Extension).
  cooperative efforts with other community youth agencies (schools, Scouts, Boys Clubs, Girls Clubs, etc.).

In some cases, the 4-H experience is delivered through the school; through school based clubs and special interest short term projects. Through the project method, youth are involved with hands-on experiences under the guidance of a person who serves as a resource from a given world of work area.

Exploration is likely to occur provided the youth continues in 4-H and is involved in a number of projects. Over time, specialization or concentrations may occur (incidentally, career development many times occurs for the adult volunteer through in-service education conducted by extension specialists. Also, specialists in agriculture, marine sciences, environmental education, energy, home and family sciences, nutrition and consumer education among others provide extension education for adults; continuing career development).

In summary, community based career exploration, career education and career development is already in place and functioning in extension youth programs.

MINI-CONFERENCE DISCUSSION

Richard D: We deal with remedial training. We pick up the pieces after the educational system has failed. We can't (legally) get into preventive treatment. Our budget is $100 million in Seattle for manpower whereas all of 95-207 is only $325 million over 5 years nationally. Career education's far-ranging nature may be a weakness. All these diverse community groups are too hard to pull together. Florida Council of 100 approved the EPIC effort only after saying there wouldn't be support for any other career education or education effort by them. That was a good move; it focuses the effort. We need a better organized political strategy.

Tom: You need as a catalyst agent in the state a group of key business executives; they have the clout. You have to start at the Governor's office to set this up.

Bill M: Business isn't the only aspect of "community" that needs to be involved. And even here, we've only got 15 of over 400 community organizations.

Tom: I agree, but clout and funding need business support. Business can also help sell the superintendent.

Richard D: In Washington, because of California, if budgets get slashed because of property tax reductions, schools will be in trouble. Career education may not be considered important; that's why it is critical to involve the community.

Tom: We can help other states develop a business organization statewide; their own "Council of 100."

Myrtle: When we got top business/labor people on our advisory council, we got much more, too, through the people our 30 members can tap. We have an eight member committee and this saves a proliferation of other groups.

Bev: Career/vocational education is an attitudinal thing. Before the words can disappear from the vocabulary, they must be in the vocabulary. But we don't have parents and the general community to an awareness of what career education is about. Most of us here probably don't even know all the resources for career/vocational education in our own communities. Maybe we need a mass media, subliminal type of publicity.

Myrtle: The National School Boards Association is doing films to explain career education. But even that's only one population group. Another was Dale Melton's book on career education for parents; it's now available through the state agency.

Jim: 4-H has been doing career education all along; we just haven't called it that.

Bill: There should be some council of local organizations for the betterment of education. PCEEC might help do this in Pinellas. After all, most of the groups represented here do honor and serve youth.

Tom: EPIC and FCEE merged so there would be only one key business group in the state working on education.

Barbara: BPW; each state is divided into clubs. The clubs can appeal to their members to help. We are trying to do an EBCE-type effort. Our members are/were working women and can provide shadowing experiences. We also get involved in reducing sex stereotyping of career choice. We offer nontraditional role models.

Homer: FFA; we have an alumni association. Alumni are generally in business and can provide exploration opportunities. Every FFA chapter has an advisory committee to help set priorities. A Board of Education member is on the committee. Also, the national foundation gives awards in various agricultural areas.

Lisa: To me, classroom and FFA are hard to differentiate. My efforts are classroom activities.

Ron: We're funded under ESEA Title VII. We work in all five boroughs to provide speakers and field trips. We run social functions, too. Guidance counselors use us to recruit speakers for career days. We train speakers to meet student needs.

Grant: Annually, we do a career interest survey of 8-10th graders in which they list their first three career choices and hobby choices. Data is returned to schools. We also use data to set up explorer posts. Students get hands-on experience in businesses they are interested in. Also, the student might learn this isn't what he/she wants to do. We train the company in post operation. They know the technical area.

Bev: ORT; I'm involved in American Affairs which is relatively new in ORT. Career education in ORT is even newer. There are national, district, and in some cases regional and local organizations. Our key role is as a volunteer force to act as resource people through our knowledge of innovative programming. We can reach a lot of people through the organization's publications. We can generally enlighten people about career education and vocational education. We need to do more publicity. I'm interested and I didn't even know a lot of this. We sit on many advisory councils. In Atlanta we have a career exploration program for middle school students.

Bill: NAB was set up in the late 60's to help unemployed Vietnam veterans. The role has expanded to include career education, especially for economically disadvantaged. Career Guidance Institutes give in-service training for educators so they are more familiar with the world of work. We found teachers uncomfortable with teaching about the world of work or who felt it as a fad. This is also true for counselors. We felt we needed to give incentives. One result of training is a curriculum unit that the teacher can use. We try to forge a personal relationship between one teacher and one businessperson; they collaborate on curriculum development. This avoids the problem of business developing curriculum efforts which teachers never use. This is a key point. Teachers can get graduate credit which is an incentive.

Lisa: We should have a national effort to collect teacher ideas on career education. They'd be happy to send them in.

Myrtle: The most creative teachers often don't write things down.

Jim N: 4-H is university-based, and in agriculture and home economics. 4-H's curriculum has broadened to youth development. We, therefore, had to find volunteer staff from all parts of the world of work. We went to the community for this. In Florida we're working with Girl Scouts in leadership and might turn to career education. We also work with FFA. FFA is the club which comes out of the vocational education curriculum. We would get a photographer to volunteer to teach kids about photography. We've developed an educational system to get kids out of the world of work and it worked all too well. Now we need to fix it up and move the other way.

Shirley: We work with 7,000 kids now. Many teachers do activities we've suggested. We have a career exploration project. Students identify a career and research it.

Doug: American Legion; we feel career education is all-encompassing. Students must have good work habits. We also think citizenship education is a part of career education. There are 16,000 Legion posts (2.7 million members). In Baltimore County, we work with the schools. People go to schools and talk on various subjects. We, too, have found a gap between educators and the public. The youth division of the police department goes into the schools to improve relations and teach kids about police work. Various organizations should have banquets involving school people. We do this to help Legion members know educators and narrow the gap between educators and the public.

Bill H: One activity might be to develop career education legislation. Boy's and Girl's State focuses on citizenship intensely for a week. The Legion also puts out a resource book, Need a Lift (resource manual for getting financial aid and scholarships and career information).

Sonny: Most groups have career days. Our problem is that we haven't gone beyond this. There's much money in Rotary; we could do more projects like the one Charlie Bradshaw tried. Our immediate goal is to educate our own Rotary group plus some soft sell to our own administration. We hope to start at the local level and move up.

Jim E: 4-H; we're trying to develop a career education project book. We're trying to do this through adding career information to existing project books. We have career days. Larry Brown did a career education book for industry to present their careers to kids. We give this to our national donors.

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Gus S: We're trying to get cross-subject and vertical (grade level) infusion. The major thrust is getting it in the classroom; in-service is needed.

John S: Free Enterprise Consumer Economic Education Council (a handout sheet was furnished to each participant).

Gene W: Summary of current status. This past year was our first. One objective was to learn all that was underway in the schools. We got briefed. We also established an organization framework and subcommittees. We also wanted the schools to feel that we weren't going to come in and try to run their programs. We wanted the Center for Economic Education at the University of South Florida to be able to be used as a resource. Another objective was to start some testing programs to be able to see where we are. We need to work on this. We need an effective public information program. Now that we are clearer on our needs, we can step up our fund-raising activity. We did not start out, and really are not, a fund-raising group. We need to expand our membership to 30 and will keep the ratio of community to schools at two-thirds to one-third. We need to set up staggered terms of office so everyone doesn't have an expiring term at the same time.

Harley: The Center for Economic Education is a joint center of the College of Education and College of Business. It was created in 1973, partly funded by the University and partly by FCEE. Programs provide for:

- Getting economics integrated into American history and related courses through training teachers;
- Identifying good audio-visual materials and serving as a preview service (loan out);
- Economics of American Enterprise - taught by business;
- Required high school economics course is under development; and
- Awards program for teachers (sponsored by Rotary).

There was a recent fifth and eleventh grade statewide sample tested on the level of economic understanding. But the data are not really clear. Test objectives will be polished up; for example, there is nothing regarding inflation.

Tom: We're completing scope and sequence charts. We've reviewed mini-grant proposals and approved many teacher projects (15-16) approximately $250 each. There are also twelve to fifteen district projects at about $2,500 each. The total spent is about $35,000.

Issue: Problems/Constraints to the Implementation of Collaboration

Bev: Attitudes; lack of understanding of career education on the part of the community; the community is necessary if infusion is to occur; and organizations must understand each other.

Bill D: It's easy to get business superficially involved (field trips to the plant) but it takes more to get the kind of involvement Pinellas has. The key is having leadership for involvement come from business, not the schools (or at least to have it shared with the schools). In my community, the impetus has come from the schools and the level of involvement is superficial. Also, there's an attitude that educators and business are in a "we-they" communication problem. Educators don't know how to get business involved.

Myrtle: One mistake (especially in large districts) is that too many school people go into the community and there's no central coordination. Business community took the initiative to shape things up and it took time to help them realize the schools were serious in wanting their help.

Sonia: Education of the community to what career education is, is a barrier. Too many think career education equals vocational education.

Doug: Students must be involved in career education decision making. We must sell career education to our own members first and then to the general public.

Jim E: Parents must be involved; they don't feel career education involves them.

Sonny: Lack of publicity is a constraint.

Clarence: One barrier, being able to use what community can give you, is important. You must make do with what they're willing to give/can give. Don't say "We'll take it, but we really need this more." Educators must be more realistic and flexible. Build on what you can get. Also, territorial rights are a barrier. Educators don't want others to "tell us what to do."

Barbara: We don't use the mass media. They're more often used against us. We also have to do a better job of clarifying what career education is. We need to help people see that career education is a concern of all people, not just school people.

Myrtle: Lack of in-depth interaction between school people and business/labor/industry due to fear of each other. School people must go into business and vice versa to solve this problem.

The moderator requested "one-word" responses from the participants relative to the concept of collaboration:

- partnerships
- commonalities
- compromise
- communication
- cooperation
- sharing
- information
- trust
- in-depth involvement
- commitment
- adequate presentation
- sensitivity

- flexibility
- joint effort
- working together
- understanding
- expectations
- venture
- helping the enemy
- goals

Bill H: There are levels and extents of collaboration.

Richard D: Groups must agree on methodology even if not on goals.

Jim N: Symbiosis is a good term; we don't have to have goals in common but at least one common goal helps. In order to collaborate, I need to give up something; I must compromise.

PARTICIPANTS' RECOMMENDATIONS

Homer: Make sure the work site used is of high quality, especially in terms of safety.

Ron: Work with a lot of groups and accept what they can give. Research everybody.

Bev: There should be a coalition of community based organizations so resources can be known and shared. Locally, involve organizations represented here as well as others. We should expand business-oriented councils to involve civic groups, too. We should have teachers represented, too. The community groups shouldn't be on a separate council from business. It's also hard for one person to represent several groups. You can wear many hats, but it's hard to represent them all.

Bill: Be sure you have a strong leadership structure including business and education. Develop a way, early on, to get collaboration down to the rank and file (teachers and lower level business people). Collaboration works best when it's one on one: teacher to business person.

Jim E: Other youth agencies could be involved. Also, are you meeting the needs of all races?

Bev: Does industry tell you what they need?

Myrtle: Yes, and EPIC helped this by having constant cross communication.

Doug: Involve students more in planning/advisory capacity.

Sonny: There is a need for long-range planning at the local level.

Myrtle: We have a comprehensive plan through 1983.

Richard M: Explore possibility of academic credit for work experience. There should be emphasis on the disadvantaged youth who encounter unique barriers. Pinellas County should explore, through DOL, the possibility of being funded as a demonstration project.

Bill: State level action at the top, especially legislation, is critical to getting local level action. The groups here could have impact on legislation/State Board of Education in this regard.

Jim N: Don't call it career education. Call it career development, life-long learning, etc. The "education" smacks of something that will be finished some day. You give yourself a limiting image. You put yourself in a box. We don't call our courses "education" so the public doesn't feel they're going back to school

Richard M: The meaning of "career" is limited for most people.

Bill H: I tend to agree. We started with "economic" and then added "career." We combat the image by what we do and by dissemination.

Barbara: I agree. "Education" is a mistake. You can expand to involve more organizations but as you do you get, for example, ORT women who don't want to participate if they think it's school that they must go back to.

Myrtle: We want to see career education in action. We don't want a school to just put the name on the bulletin board. The schools doing the best job aren't necessarily the most visible.

There should be a student and teacher on the advisory committee. What about 7th-12th grade students working for one day with workers?

Roy: We must give kids a change to get hands-on exposure in a career on a year-long basis. We could use Scouts Exploring Program; it's already in place. Also, let's not worry about what we call things. Let's worry about doing something.

Sonia: Please use our volunteer services. We have 800 women.

Lisa: Take your creative teachers and develop units for the ones who wouldn't do anything.

Recommendations by Pinellas School/Community People

Myrtle: Make sure schools know what you're doing and what you have to offer. Educators must be sure they're organizaed and "have it together" before they ask business for help.

Lisa: My problem is that speakers can't relate to 7th graders; (Bill M: train community resources; Ron's doing this in New York.)

Myrtle: This is a real problem. Also, teachers without business experience are afraid to ask business people to help.

Barbara: Give them (business people) guidelines on what to do in the schools when they come.

Clarence: Just because someone is in a CBO doesn't mean they have the same needs as everyone else in the CBO. Thus, find the people in each CBO who are interested and build a coalition across CBOs. Then train the whole group so they share perceptions, realize each other's needs, etc. This decreases some of the fears CBO people have. This also builds ownership in the program. Also, people have more loyalty to people than organizations. This is a key point.

Bill H: In my community, we have a council of organizations with 82 groups and we can't get them all involved easily. We've been thinking of building a coalition of groups in the whole area and inviting their input. We hope to channel CBO suggestions through a smaller committee to help channel their suggestions. We also need a resource bank; 39 percent of people here are retired.

Myrtle: Our local committee couldn't function if the superintendent and a member of the school board were not on the Executive Committee. Key community leaders won't participate without this kind of obvious commitment from the schools.

Bill H: We need to do more in helping youth know how to get a job in the area they want.

Appendix

Phone (813) 895-3671

SCHOOL BOARD OF PINELLAS COUNTY, FLORIDA
Office of Career Education 3230 Ninth Avenue South - St. Petersburg, Florida 33712

Gus Sakkis - Superintendent
John Blank - Executive Assistant Superintendent
Myrtle Hunt - Director Career Education

EXEMPLARY SITE VISIT AGENDA

Caribbean Gulf Hotel
Clearwater Beach

June 8-9, 1978

Thursday, June 8, 1978

8:45 - 9:00 a.m.	Registration - Coffee
9:00 - 9:15	Welcome - Remarks Dr. William Mermis, Dr. Brady Fletcher InterAmerica Mr. Gene Williams, Executive Vice President, Florida Federal Savings & Loan Association, St. Petersburg Chairman PCEEC
9:15 - 9:30	Pinellas County Career Education Mrs. Myrtle Hunt

9:30 - 10:30	EPIC/FCEE Presentation Dr. Thomas Justiz Former EPIC Director Ft. Lauderdale, FL
10:30 - 11:30	Questions and Answers Audience Participation
11:30 - 2:30 p.m.	Lunch and Interaction Between Visiting Team Member and Local Counterpart
2:30 - 4:30	Symposium/Panel 4-H Girl Scouts/Boy Scouts Chamber of Commerce CETA NAB Rotary Future Farmers of America Junior Achievement BPW (Business & Professional Women) National Urban Coalition Women's American ORT
5:00 - 6:30 p.m.	Cash Bar - Social Hour Caribbean Hotel Golden Terrace Room

Friday, June 9, 1978

7:45 - 9:30 a.m.	Pinellas Career and Economic Education Committee Meeting Florida Power Bldg. St. Petersburg, FL
11:30 - 12:30 p.m.	LUNCH - Caribbean Hotel Moulin Rouge Restaurant
12:30 - 3:30 p.m.	Debriefing Session for Site Director, Visiting Team Members, and Local Counterparts Dr. William Mermis

Adjournment

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On-site Counterparts and Guests

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Chamber of Commerce

Dean Hoffman
National Alliance of Business

Jim Northrop
4-H

Grant Wallin
Boy Scouts of America

Elinor Gordon
Women's American ORT

William E. Hale, M.D.
Rotary International

William Silverstein
Junior Achievement

Eugene L. Williams, Jr.
PCEEC

Doris Mitchell
Girl Scouts of the USA

June Horton
National Alliance of Business

Lisa Hinton
Future Farmers of America

Sonia Lipschultz
Women's American ORT

Shirley R. Bond
4-H

Carl Meyer
Junior Achievement

Dr. Thomas Justiz
Career Profile, Inc.

Richard Dinoia
Student Placement & Follow-up Studies

On-site Counterparts and Guests (continued)

Sherry Oliver Pinellas County Schools	A. W. Rennie Pinellas County Schools
C. C. Givens Eckerd College	Roy Pace Boy Scouts of America

ON·SITE
MINI·CONFERENCE

THE WORCESTER AREA
CAREER EDUCATION
CONSORTIUM

Worcester

MASSACHUSETTS

JUNE 22·23 1978

ON-SITE MINI-CONFERENCE IN COMMUNITY COLLABORATION

EXEMPLARY PROGRAM: The Worcester Area Career Education Consortium
Worcester, Massachusetts
Bob Sakakeeny, Site Visit Coordinator

PROGRAM PRESENTATION

Worcester Area Career Education Consortium, Inc.

The Worcester Area Career Education Consortium, Inc. is a nonprofit corporation with officers and directors representing public and private educational administrators and school committees, business and industry, labor, government and social agencies.

Membership in the Consortium is open to any individual or institution in the Worcester area with an interest in career education.

The Consortium was formed in 1975 to support and assist community organizations working with students and young adults who are making the transition from education to work.

The work of the Consortium is not focused on one type of individual, because people from a wide range of socioeconomic backgrounds, e.g., school dropouts and college graduates, those from the city as well as the suburbs, are all experiencing some difficulty with making career decisions and entering the world of work.

The Consortium is an organization where representatives from a variety of community institutions come together to determine how the problems of the transition from education to work affects them, to devise collaborative efforts aimed at solving some of the problems, and to support those institutions responsible for implementing the recommended solutions.

The Worcester Consortium is also a member of a national network of a select number of communities formed by the National Manpower Institute which is representing the Departments of Labor, HEW, and Commerce.

The U.S. Office of Education policy paper on career education states that:

"The days of educational isolationism are past. It is time that our formal educational system join forces with all other segments of the total society, including both community service agencies and the business/industry/labor community, in a comprehensive effort to meet the varied and continuing educational needs of both youth and adults. Rather than complain about or compete with other kinds of educational opportunities, all must collaborate in providing appropriate educational opportunities for all citizens." With this as a guide, the Consortium, in cooperation with the local schools, is involved in a number of efforts to bring the educational community and other community resources in closer contact with each other.

Part of this effort involves implementing career education programs such as:

- The School: Community Resource Pairings which match the six junior high schools and the two vocational schools with major employing institutions in their neighborhoods;
- An Inventory of Community Resources that can be used in the classroom, or which allow students and teachers to participate in educational programs outside of the classroom; and
- Providing technical assistance to area Occupational Competence Programs, especially designed for the noncollege bound student.

The major current and future work of the Consortium focuses on the development of a series of schools: Community task forces designed to develop career education programs for students in Worcester and surrounding towns. Much of the information used for the planning was collected by the Boston University study of "Education, Training and Employment in Worcester."

Members of the Worcester Career Education Consortium include:

- Worcester School Committee and School Administration;
- Worcester Vocational School Board and Administration;
- Worcester City Council and City Manager's Office
- Worcester Area Chamber of Commerce
- Worcester Taxpayers Association
- Worcester Parochial Schools
- Worcester Labor Council
- Central Massachusetts Employers Association
- Consortium for Higher Education
- Manpower Planning Council
- Center for Business Information
- Voluntary Action Council

Field Experience Education:

In June 1977, the board of directors and members of the Worcester Area Career Consortium voted to approve the following as one of its major policy statements:

> "Every high school student in the Worcester area should have the opportunity to participate in some form of Field Experience Education (FEE) before graduation, and all segments of the community (parents, business, labor, government and agency personnel, etc.) should be involved in the educational process."

This was acted on after task force members, representing education, business and industry, labor, government and social service agencies, had carefully analyzed the problems students were experiencing making the transition from education to work in this area. Research on the national, state and local levels indicated that large numbers of students graduating from high school and entering the workplace, or entering college before entering the workplace, were not prepared for what awaited them outside of the classroom.

Regardless of who issued the report or what the study was done for, every group concerned with the problem made the same recommendation: Allow students to be exposed to the workplace before they leave school. This exposure, coupled with in-school activities designed to prepare the student for a work experience, has the potential of greatly increasing the student's ability to effectively make the transition from education to work. Some expected outcomes of this exposure to the world of work are:

- Greater knowledge of the wide variety of occupations that exist, and firsthand information on what preparation is needed for each.
- Greater understanding of the use of the academic subjects taught in school.
- Greater understanding of the linkages between attitudes about self and work, with success in the workplace.
- Input from the world of work would enhance the student's ability to make informed career decisions, and to develop educational plans accordingly. (A full report describing the results of the task forces' research is available from the Consortium.)

After passage of the recommended educational policy statement, funds were secured to hire staff who would be responsible for working with educators and employers in the area to implement programs and projects for students. Work on implementation began in several ways.

Since the Wocester Public Schools already had several experiential programs for students, Consortium staff assistance was provided to expand the number and type of community resources available for use by teachers and students.

Technical assistance is provided to other schools and agencies in designing the educational component of a work-experience program.

Work has begun with several suburban school systems on the development of plans for programs to be submitted to local school committees for approval.

Another part of the project has representatives of various occupational clusters meeting to discuss common concerns, and trends in hiring and placement. These meetings provide the opportunity for the exchange of ideas and information to improve the quality of learning experiences for students by enabling the employers to discuss their needs and concerns with educators.

Development of a central clearinghouse with accurate, updated information on the types of community resources available has been started. This clearinghouse will be open to all public and private schools, colleges and agencies in the area when fully operational.

Even with all the work being done on the Field Experience Education project, it is still seen as one component of the overall plan to provide students and young adults with assistance in making the transition from education to work.

PARTICIPANT'S SELF-REPORT

Otis F. Curtis, 4-H

The feature of the Consortium that is worthy of particular study and possible replication is the Community Resource Clearinghouse Resource Directory maintained by the Consortium. Evidently, prior to the Consortium's activity, there was some career exposure by some teachers in the region. Employers who were willing to have their place of work serve as a site for career exposure--be it field trip, unpaid internship, or whatever--were identified by individual teachers through existing friendships, neighbors, etc. These sites then became either a) overworked because they were so few in number; or b) jealously guarded by the teacher who made the contact.

The Consortium has, through active recruitment efforts, established a file of career exposure sites in the Worcester area. Each site is not only identified and described in the card file so that teachers and students enter the experience prepared, but the employer is educated as part of the recruitment effort as well. Clearly, community based collaboration is the only way that this sort of effort may succeed. All agencies involved in career education must be channeled through a referral process if sites are to be protected from overuse and abuse. And only a well orchestrated effort by a professional, competent group can maximize the involvement of the business community in the first place.

My organization--4-H--is in fact a composite of many hundreds of organizations (counties) throughout the country which are given varying amounts of unity or regional cohesiveness due to state and national offices and programs. The local county agent and in many cases the club leader has great discretion in what happens or doesn't happen in his/her domain.

Given the situation; my organization could relate to the career education program/consortium in the following ways:

- As a site: Cooperative Extension Services/4-H is a broad based education/human services organization; and
- As a user of the services: 4-H exposes young people to careers in what is usually a superficial way. They learn skills and disciplines important in some careers, but young people frequently erroneously equate success and enjoyment of a project with success and enjoyment of a career in the same subject. To make my point more clear: even the state winner in the horse project, who has won every horse show and every accolade in sight, will be extremely lucky to get a job rewarding to him/her in which he/she has anything to do with horses.

4-H personnel in most areas will be, in the next few years, aware of pressure on them to put career education into their programs. I believe the best awareness level mechanism is a page or insert into the various project manuals: this is strictly an internal 4-H task. Expanding on this awareness is the step where 4-H could use the resources of the consortium, specifically the Community Resource Clearinghouse Directory, to locate sites for world-of-work experiences.

John Stagg, Labor Unions

Because of a combination of factors, I don't feel all that qualified to highlight the implications that the Worcester Consortium has for career education. The logistics for this meeting (which are tough to begin with) became complicated by an air traffic control and difficult scheduling into and out of Worcester. This has shortened the time available. The counterpart system did not work in my case. The man who was to serve in this capacity had a busy schedule that was further complicated by my own. We never did get to the information sharing that would have been important to my understanding of the situation in this area. I mean this in the most specific sense. I would have liked to pursue the role that unions are playing in the Consortium and if there are troubles or difficulties that are occurring, learn how they might relate to these same considerations across the country. Part of the problem that has become obvious to me is that I have not done the homework that I should have to prepare me for the work that was to be done here.

One of the obvious implications of the Worcester program is that there are a lot of good, smart and effective people that are more than willing to work on the concept of collaboration in career education. I was heartened by the sense (as stated by Rose Spiro) that there is an awareness of the fact that the education of students for careers must have relevance to the needs and opportunities in the real world. Much of the quarrel that unions have with vocational education is that what teaching and training is done to prepare people for work is often not nearly enough or is in fact inappropriate.

If I were to react to career education in Worcester for its value to the Graphic Arts Union, I would need to take a much closer look. The truth of the matter is that we have not made a unionwide policy statement on career education and therefore are not in a position to make the recommendation to local people that they should be involved. This will be one positive recommendation that I will make to GAIU's policy structure.

For the labor movement as a whole, I'm not qualified to make a judgment on how we could most effectively relate to the career education program both in the schools and with the Consortium. A higher level of communication will need to be developed, both within unions and by unions with other groups. I'm sure this has been said before. The honest truth is that I now feel prepared to do the work that I should have done before I came here, and it's time to go.

Emma Padgett, The National Federation of Business and Professional Women's Clubs, Inc. (BPW)

The Worcester Consortium is an effective start toward creating acceptance of the community collaboration concept. The group approaches the project somewhat gingerly possibly because the concept was new. Those in the project seem enthusiastic and committed, but rather dogmatic in some areas. For example, in planning the training sessions, a six-day span was set up and no changes or concessions were made for the business people contacted. If they could not make the total six-day conference, they were eliminated. Condensed evening meetings might have involved that segment which could have convened finally with the others in planned activities.

The brief encounters have resulted in a joining of several different districts (4 of the 9 surrounding small towns) so this is a big plus and a base for OCE dissemination of materials and resources and a base on which to build more acceptance and acquire more local monies and personnel. There should be requirements for the local project committee to maintain written steps of procedures with copies of all letters, etc., that were used in the initial and subsequent procedures. These could be made available to teams such as ours for further evaluation and possible use as models.

A significant result of the mini-conferences such as this is the opening up of new involvements for the local Consortium through the variety of individuals and agencies represented at each of the fifteen sessions; unknown resources for volunteers and input. Wherever the career education concept as part of the community involvement is promoted, on a small or large scale, it increases support and understanding of the OCE and the tremendous impact it can have. Education of the community with regard to career education must evolve. The research survey was excellent as reported by Debby, a vital influence in productive evaluation. This should be a must for any project. Delineation of segments of the Consortium and duties in the last session should have been in the introduction to avoid confusion and criticism among visiting teams. Cooperation with public schools is essential and this Worcester project seems excellent as evidenced by materials exhibited at the last session. Again, this should have come earlier.

Organizational impact: I met with my two counterparts and a representative on the Consortium staff, Rose Spiro. We made recommendations to her, explained expertise that could be found in BPW groups and provided her with a list of members; their professional backgrounds; their addresses and telephone numbers. The president of the Worcester BPW club was enthusiastic about becoming a part of the Consortium. This result enhances the effectiveness of the mini-conferences and lends credence to the entire concept. There will be input from every group represented here I am sure. This should be a very important by-product. My organization has commitments to career education in every segment of our programming and this is an outlet for action that has not been tapped, and should be.

Jim Cockle, Future Farmers of America (FFA)

The Worcester Consortium appears to me as a coordinating unit for career education in an urban area. I have reservations as to the approach that they are taking by spending most of their time in only the public schools, even though the vocational schools are separate. It would seem to me that if the Consortium were to serve the entire Worcester community in career education that there should be more cooperation between these two educational systems. An additional consideration is that many of the organizations need to be contacted for input into their present system. So far only the business community has provided assistance. I also wonder about the stability of the financing of the Consortium. If indeed, most of the financial support has come from federal grants through career education and through CETA, then what will happen if and when these sources are no longer available? Their current attempts at fund raising appear only to be an additional tap on the business community.

One final consideration that needs to have high priority is the fact that enrollment in the public schools appears to be on the decline where their vocational school enrollment is increasing. These two agencies should be working together for a common goal.

The FFA should make more available its present materials to all schools. In-service is needed here at both the university and local level. The Supervised Occupational Experience Program in the FFA is project oriented and an excellent program for teaching careers in agriculture. The awards program sponsored by the National Foundation is a motivational tool used by agriculture teachers to great advantage. More publicity about their career awards program is needed. Alumni groups are a tremendous and relatively untapped source for career education in agriculture. The Food for America program and Emphasis '78 materials produced by the FFA are some of the best available to the agriculture teacher. Vocational education and all other phases of education must contribute to the total cause of career education. FFA members could assist in carrying the message of career education through their public speaking program.

Art Jones, 4-H

One of the most significant implications in my view is that an independent group gained cooperation to sponsor career education with the public schools. Generally, school policy, bureaucracy and authority make them difficult to work with for outside groups. The fact, however, that the schools now depend on the Worcester Consortium is a notable development. Less significant implications beyond that it can be done is that there is growing interest, and there are funds available to support the effort. These implications should have application to all those interested in career education; that is, with some thoughtful preparation and hard work, career education could become a significant part of most interested organizations.

4-H already relates to the career education concept by providing a large variety of project options which are related to careers. It is apparent, however, that such options need improvement and expansion. All, for example, should have a stated career education perspective so that specific career information could be included as an integral part of project activities. It is also obvious that we could initiate some projects which have a specific career orientation. In this way the Consortium concept would be most meaningful. By marshalling other resources such as business and industry, a diversity of resources, information and support could be gained to enhance the career work of 4-H.

Lucinda L. Kindred, National Alliance of Business (NAB)

This Consortium, like most others with which I'm familiar, seems to exist on the basis of "public funding". Staff people have indicated that some fund raising efforts have been undertaken, but have not proved very successful. This continues to raise the question of the long term viability of such consortiums. They may continue informally; however, my experience has shown that without adequate "professional" staff that can facilitate and/or "broker" these education/community endeavors so that programs continue to be initiated, maintained, evaluated and improved, they often die from lack of leadership and/or an enthusiastic individual who can coordinate them.

Worcester does seem unique, however, in that this Consortium has seemingly tapped into "public sector" agencies through whom possibly they can transfer some of the program and/or coordination costs. This remains to be seen.

I also wonder, again from experience, how viable a Consortium like Worcester can continue to operate without "sponsoring" programs. There is certainly a need for coordination of resources and a clearinghouse function for community resources in almost all communities. However, without programs to support a clearinghouse effort--i.e., training of school personnel, training of industry personnel, specific access steps for use of such a clearinghouse, adequate information and update--it probably won't function as well or efficiently as it could. People need to know such a service exists and generally this means lots of public relations and support from all kinds of CBOs; often difficult to achieve because of the fear that such a "new" entity might usurp existing programs and/or potential sources of funds for other or similar programs.

Betty Lee, National Urban Coalition

The implications of the Worcester Consortium for community based collaboration in career education could be far-reaching. Idealistically, the model should work to meet the goals of an integrated career education program. Pragmatically, it has problems. These would seem to stem from the outset due to the selection of the community institutions which gather under the umbrella of the Consortium. A careful study of the selection process should be made for the purpose of determining how well all segments of the community are represented.

I feel that it is important that nontraditional educational organizations be a part of the process. In other words, the structure must become flexible enough for the so called noneducators to have a voice in expressing problems as viewed from their perspective as well as to be involved in the solving of these problems. This is the key. All members of the Consortium must have equal voice. They must be assured that their voice will be heard and that consideration will be given to their concerns. How to do this is the problem.

My community based neighborhood organization could easily relate to the career education consortium. In St. Louis the greatest stumbling block, however, would be the public school administration. The neighborhood group is more in touch with business and other community organizations than is the school administration. I would perceive Jeff-Vander-Lou's role as going directly to other forces in the community, working with them and with our own residents, setting up a career education program and then bringing it back to school authorities. We would ask them at this point to help in implementing the program. It would be the community organization that would monitor the program. This bypassing of the educational system in the initial phase is a prerequisite because the school administration has not established career education as a priority, whereas our own community organization has. Again, this would be a plan for the city of St. Louis. It would be the plan for our neighborhood.

Camille Liberman, Women's American ORT

The Worcester Consortium could serve as an effective clearinghouse agency for the community. By fully involving the total community, not just public service and social service agencies, but the wide spectrum of volunteer, mass membership and community organizations in addition to business/industry/labor, the Consortium could become aware of the total resources of the area and also expand its visibility in the community. After having explored what each can contribute, the Consortium could review and coordinate similar projects that are "group sponsored" into the career education programs previously established and initiate new ones. By awareness of organizational projects in career education, the Consortium could draw on their expertise in said areas and improve or embellish them.

It seems quite senseless not to view the past successes of many "in-house" projects of these groups as learning experiences for the Consortium. When you involve the total community you at the same time make the visibility and viability of the Consortium greater, and enable it to be more productive and have easier access to those services needed.

Women's American ORT can and does play an active role in career education across the country, from serving in simple capacities as workers in career resource centers, to establishing and running the actual program or coalition. We have, as many other organizations have, shown our effect in this area. We have the "womanpower" which many schools need along with extensive resources throughout our nationwide network. Many ORT members currently serve on state advisory boards of vocational education and career education and have been instrumental in development of five year plans. This experience could be of great help to the Consortium or for serving as a catalyst in areas where such a body is needed.

On the whole, Worcester has taken the first steps by the establishment of the Consortium but they must expand to those groups and resources as yet untapped, in order to truly benefit the students.

Robert Geoghegan, Rotary International

The Worcester Consortium has a good working policy. It is set up to take advantage of the existing federal, state and local social services. I feel the program is unstructured and is based upon each group that wanted to participate, but some have been left out or didn't choose to become active.

The Rotary Club has been active through some of its members, but not to any large degree. The club should be aware of the program, and be used as a resource for the many different classifications available. The pledge of each member is "service above self" and the membership is handpicked, based on the job (career) area he is in. The club, because of its organizational setup, usually has the top people in an area; but they do usually have the ability to delegate the responsibility so that all areas from the most basic, to the top, may be called in to serve the community as the need exists.

Charles W. Huggins, National Alliance of Business (NAB)

This paper will be viewed by many as negative. However, I feel that issues should be considered and they reflect the concern of "business". It is difficult to deal specifically with the meeting and the WACEC. Although the personnel and locations vary there are consistent circumstances--problems might be a better word--that exist in many of the councils or collaborative efforts in career education.

The major problem is collaboration and the involvement of the total community resources in the effort to improve career education.

Examples:

- The Consortium indicates the involvement of business. Only one business representative was present. He did not know why he was invited and left early the first day.
- The entire presentation was from the Consortium staff or educators.
- The survey group was 50 educators and 10 others.
- Business was not involved in the plans for training (six-day exercise for teachers).

- The Consortium is open to any individual or agency. No real effort was made to see that a balanced Consortium was established.
- Some counterparts were not aware the local Consortium existed.

When are the various agencies going to get together and really change the system to a united effort to produce individuals who when they leave the school system have the necessary skills, work habits, desire and ability to choose a career that will be meaningful and rewarding? Each group seems to be more interested in doing "their thing" than being a part of a larger effort (fragmentation of effort). Educators want advisory boards but not advice on how to educate. Business wants people who are trained to enter the work force but will not take the time to be involved with faculty in developing curricula.

Most of our citizens have defined or expected education (K-12) as preparation for college. Guidance counselors work with students who are going to college or on to higher education. I did not hear from educators any effort at placing students in jobs. Work did not seem to be an end result.

From past experience and discussions with members of the Consortium, they are doing more than they presented to the group. It was difficult to believe their presentation actually represented the effort in the community.

Maybe it was designed to prevent contact between local Consortium members and visiting team members. We could have learned more if we spent the afternoon with Consortium members instead of counterparts. In my case as well as others, the counterparts did not know about the work of the Consortium. My discussions with Robert Geoghegan, Ruth Olsen and others in the evening turned a rather dull day into a bright refreshing experience that made the trip worthwhile.

Summary: Although we all talk collaboration, the process of total community involvement in career education is a long way down the road. What there is must be carefully nurtured to exist. Take away government grants, it will die.

I found a willingness on the part of the NAB local and others who were on the board of the Consortium to collaborate but they were not asked, or if they were they did not feel wanted. If the Consortium would go to the other organizations they might receive support. On the other hand, there is a strong feeling that each group is trying to do their own thing.

Ruth Olsen, Girl Scouts of the USA

The Worcester Consortium is a start toward community based collaboration with a long way to go. The Girl Scout counterpart didn't know it existed and the Explorer counterpart knew about it but saw no connection with his activities. The community clearinghouse can be a vehicle for including organizations such as Scouts, Rotary, Unions, etc. For the Consortium to fill its statement of goals, it needs to include them. There must be an awareness of need on the part of the Consortium and the community based organizations for collaboration.

The goal of preparing students for the world of work rather than strictly giving them job skills is an important part of career education and also a goal of many community organizations that work with youth.

The Explorer Scouts and Girl Scouts have well developed materials on career education. The Girl Scout materials are outstanding in their dealing with sex stereotyping in occupations. They help girls with decision making skills and abilities to act on personal hopes or ambitions. The Explorer program is structured to help teenage boys and girls learn about careers in a field of interest.

If our organization and the Consortium can agree on a common goal of helping young people choose and pursue a career of their choice, these materials and structure can be shared with the community. Collaboration is a two-way street. Our organization needs to make itself known for its contribution to career education and the Consortium or any other systemwide cooperative effort needs to seek out and use information and materials on the subject from as many different organizations, institutions and agencies as possible.

MINI-CONFERENCE DISCUSSION

Ruth: Two different perspectives of career education exist between GSUSA and BSA. The Boy Scout emphasis has been heavily focused upon the Explorer programs.

Emma: BPW is the largest women's organization which focuses on facilitating career development for women. BPW is now working with both males and females (youth) in helping them develop career interests.

Charles: The Business Education Liaison program (BEL) includes five programs across the country which attempt to bring the community and educators closer together. The BEL program also sponsors the Career Guidance Institutes.

John: An attempt to keep membership skills current is a concern of labor unions and this thrust seems to blend well with the goals and objectives of career education. The quality of work life, lifelong learning and career education are major concerns.

Bob G: "Service above self" is the motto of the Rotary and this motto serves vocational service programs which are closely tied to the career education concept. Each member is required to share knowledge about his vocation.

Camile: ORT supports vocational training programs in 33 nations. ORT is taking on a new emphasis [illegible] career education over the traditional vocational education.

Lucinda: I run an Office of Career Education funded program under the sponsorship of the Industry/Education Council of California.

Art: 4-H programs are inherently career oriented. In Utah, 4-H is experimenting with self-contained career education units. These units are developed in conjunction with business and industry and they are brought around to the various school districts across the state of Utah. 4-H is hooked up with a land grant institution and those cooperative extension programs of the institution.

Jim: The national organization is already involved in the rural high schools as part of the high schools' extracurricular activities. Individuals may be between the ages of 14-21; therefore, FFA attempts to reach those beyond the traditional high school age. The FFA is a national organization headquartered in Alexandria, Virginia.

Bob: In 1972-73, the superintendent of schools of Worcester attended a conference on career education in Hawaii. Shortly thereafter, career education was introduced into the schools as a staff development program. The focus was to prepare staff to infuse the concept in the schools.

In 1974, a group of educators and noneducators began meeting to discuss the fact that individuals leaving school were not adequately prepared to enter the work world. The schools were doing what they could but in order to improve the opportunities of Worcester youth, it became apparent that the schools and the community would have to work together.

The Consortium that evolved as a result of these meetings acts as a supportive agent to the school system in the area. This Consortium has been in existence since 1975. It provides technical assistance and does not attempt to take over the role of the schools. Less that 25 percent of the work force in Worcester belongs to the union in spite of an industrialized economy. There is a long term commitment on the part of community actors to work together.

In 1976, the Worcester Consortium was recognized as one of the NMI efforts. This has opened up the WACEC to a wider vista of opportunities by exposing the Consortium to national programs. The question which is the base for an HEW-funded project under way this year is: Is it possible to bring together educators and noneducators and expose them to similar experiences and then, given the similar experience, can they work together for the improvement of the schools? This project uses a management team process or concept rather than have the staff take a role in the decision making process. The project began with six days of training with fifty-five school personnel and about twelve community individuals. Personnel from the Worcester public schools conducted the training. The project staff only provided the logistic support; this allowed individuals to structure what they wanted.

Ed: Small group processes were used as a means of beginning the six-day training program. Day one was spent discussing collaboration. Day two the superintendents watched "Getting it Together" (Bell Telephone) and focused on career education and developing a force field analysis. The next two days the participants were asked to simulate another person's occupation and community role. Also, time was devoted to planning what had been done and what was going to be done. The last two days involved a panel presentation on career education and this effort resulted in the schools' discovering that they were not ready yet to launch into a collaborative program with the community. Three different settings were used during the six-day period.

There is no indication of where the educators are at. Educators are far too dependent and they are still looking for the individuals "who know." The Worcester program is well developed and the surrounding communities depend heavily on it. Worcester is attempting to wean the other communities.

Deborah: We conducted a survey to determine what was happening with the concept of collaboration. The focus of the survey was advantages or potential barriers to collaboration. A recommendation might be that similar efforts of collaboration look at the advantages/disadvantages from the participant's perspective:

Advantages:

- Interchange could stand as a product by itself;
- Participant perspective could be broadened;

- Product (end) would have more impact, common understanding;
- Increases the collaborators' vested interests; and
- Potential for increasing power.

Potential barriers:

- The assumption that the initiator (public schools) would not relinquish control;
- The group would have to deal with internal problems rather than focusing on management decisions; takes more time; and
- Personal input might be under utilized.

Common benefits to all the communities as a result of the training effort:

- Each group made a presentation to their school community concerning career education; and
- Community resources have been identified through a variety of approaches. For example, Middlebury used a luncheon approach and the luncheon was structured around career themes, with tables focusing on a given occupation. Each table was asked to make a variety of commitments such as: hire a youth, provide speakers, etc. This luncheon was far more successful than anticipated. Also, the school district followed up on those commitments which wasn't anticipated by the community organization but was very welcomed.

Leslie Firth, University of Massachusetts: Evaluation. Formal evaluation is necessary for the extension of the concept of career education. Data were collected on 1) the training process; and 2) observational data on attitudes, etc., on the participants. Three hypotheses would be tested: 1) training will produce changes toward community collaboration; 2) training would bring about increase in knowledge of collaboration 3) training would result in increased collaborative activity in the community. A prepost test design was used to test the hypotheses. A comparison group was selected to serve as a control group. On the pretest, the control and experimental groups were equivalent according to results. A Likert scale on a variety of opinion statements was used. Results show differences in prepost test performance on the following:

- Noncertification personnel should be used in teaching situations; greater positive support on post-test;
- Noneducators should be involved in education policy making; greater positive support on post-test;
- Noneducators should be involved in new curricular methods and materials; greater positive support on post-test;

- Initiating community collaboration should be accomplished through existing community organizations; opinion supports this on post-test with no opinion on pretest.

Parents are very supportive of career education efforts and the program represents more than a "pot luck" career education effort.

Betty: Does Massachusetts have a state career education plan? Yes, a "printed plan". Massachusetts focused on occupational education and does not favor career education. Career education will not be promoted as a priority until the Career Education Incentive Act is passed. Until this occurs, occupational education will be the priority of Massachusetts.

Students in the Worcester system are: a) 25,000 Worcester Public School students; b) 2,500 vocational school students; c) 6,000 to 8,000 parochial school students; d) 25,000 students in the surrounding communities.

Types of schools in the city: a) 4 high schools; b) 2 vocational schools; c) 50 elementary schools.

Status of declining enrollment: We are losing about 1,000 students a year except at the vocational level. We are not sure why vocational school enrollments have increased.

Largest employers are, by category: a) manufacturing; b) insurance; c) banks. There are about 1,200 employers in this area and the vast majority have fewer than 100 employees. 47 percent of high school graduates indicate they are going on to postsecondary institutions. The variety of small businesses in the area are providing entry level positions for the majority of high school graduates.

The moderator asked each of the participants to respond with free association to the word "collaboration." The following are their comments:

- cooperation
- frustration
- people network
- service
- goals
- working together
- consistency
- sustaining effort
- humility
- concessions
- noncompetitive
- support
- plan
- equality of power
- public relations
- interaction
- coalition
- trust
- widebased support
- communications
- compromise
- negotiation
- commonality
- friendship

- commitment
- evaluation
- identification of needs
- accountability
- responsibility

Collaboration is a joint enterprise between friends as opposed to a joint enterprise between opposing forces.

Bob: The Consortium basically serves as a facilitator allowing a variety of resources to share information, issues, etc. The Consortium is a broker linking groups together. One example of linking activities is that the Consortium arranged for a program sponsored by the Transportation Industry Association to inform youth and expose youth to various activities of the transportation industry.

The consortium is assisting the effort to implement career education at the state level; one example is reconsideration of child labor laws. The LEA/Prime Sponsor agreement in Worcester is not similar to other agreements in that the prime sponsor contracted with CBOs who subcontracted with the LEAs.

The following statements relative to the constraints to community collaboration were submitted by the participants:

- Money: A broker or professional is needed to pull the larger community into a relationship with the schools. "Outside community" is not likely to contribute hard money to school/community collaboration efforts without a professional staff to develop a need.
- School system per se: The schools may not place an emphasis on career education, and the system may also reflect stereotypic attitudes toward blacks, etc.
- Many successful models of collaboration involve efforts where the schools hand pick students who will be successful; self-fulfilling prophecy.
- Lack of agreed upon philosophic commitment.
- Territorial jurisdiction.
- States lack plans for implementation which have "universal" continuity.
- Business is oriented toward free enterprise/profit making ventures and that is hard to blend with a service/community orientation.
- Careers have too often come about because individuals just "slide into them".
- There is no outcry for career education, a lack of public focus like the response to Sputnik.
- Money is being wasted in every program through CETA programs when this money could be used to support career education.

- Ken has developed career education and he is career education but does not have the money like DOL to further develop it. One has a program and the other has the money.
- Career education lacks commitment and the concept can be furthered with commitment. Money is not always necessary.
- You need to identify key actors in the community, regardless of organization identification.
- Lack of trust between the schools and the volunteer organizations.
- We are not at a state of readiness, in many cases, for the implementation of career education.
- Career education is more than teaching an individual a skill. Technical skills are secondary in importance to coping skills, and volunteers feel that technical skills are primary.
- We need to identify what career education is. There does not seem to be an agreement on what career means; no universal definition. Career education has been identified too often with vocational education.
- Career education should be something more than a program for youth, K-12.
- Schools continue to add to the curricula without culling out some less needed aspects.
- Labor unions can get turned on by career education but not vocational education because the techniques of vocational education are outdated.

PARTICIPANTS' RECOMMENDATIONS

The recommendations relative to the Consortium effort include the following:

- Develop "new" talent and not rely on traditional inputs which has been characteristic of Worcester.
- Organizations need to conduct in-house communications prior to reaching out.
- A mass campaign should be undertaken to inform the community; one way might be to involve "graduates" of a variety of programs.
- Instructional staff needs to be more involved for implementation and students need to be more involved in order to sell the program.
- External involvement to heighten the ownership of a program; especially involvement in policy implementation.
- Conduct an analysis of who the influential key actors are.
- There needs to be a bit more evaluation. Students need to be tracked better. How was the student helped (you might use a self-report instrument or an interview).
- Contact neighborhood organizations and they can approach the schools at points when the Consortium is not able.
- Subvert the Consortium's ego in relation to the linking organizations' needs.
- Set the programs up so that organizations can participate. Design efforts with the unique aspects of organizations in mind.
- Broaden the base of organizational involvement.
- Make an effort to match projects with organizational goals.
- Communication needs to be two-way. Organizations need to exercise initiative to approach schools and inform schools or their programs.
- The career education programs must be made available to more than the schools, adults, etc.

(Note: The Consortium has attempted to get several organizations to include announcements of career education programs in their newsletters.)

Appendix

AGENDA

This site used the Tentative Agenda furnished by InterAmerica Research Associates, as shown in the Executive Summary.

WORCESTER, MASSACHUSETTS

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U.S. Office of Education

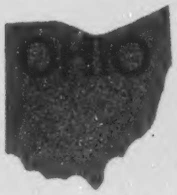
Rose Spiro

ON·SITE MINI·CONFERENCE

UPPER
ARLINGTON
SCHOOLS

UPPER ARLINGTON
PUBLIC SCHOOLS

Upper Arlington



JUNE 29·30 1978

ON-SITE MINI-CONFERENCE IN COMMUNITY COLLABORATION

EXEMPLARY PROGRAM: Upper Arlington Public Schools
Upper Arlington, Ohio
Nancy Losekamp, Site Visit Coordinator

PROGRAM PRESENTATION

Upper Arlington Public Schools

- 7,000 students*, K-12
- 7 elementary schools, K-6
- 2 junior high schools, 7-9
- 1 senior high school, 10-12

* Experiencing declining enrollment (except 4,000-5,000 early 1980's, from high of 9,000 in 1972)

Goals

The Upper Arlington (UA) schools are committed to providing learning opportunities which enable each student to achieve maximum personal growth and development. This commitment is based upon the assumption that learning is an individual process influenced by one's personal goals, growth patterns, and style of learning.

The goals of the Upper Arlington Schools are met through a broad educational program from kindergarten through grade 12 along with special instructional services for individual student needs. When the goals are met, a graduate of Upper Arlington High School will have had opportunities to attain a preparation for the following:

- Advancing his or her education in college, or through further specialized training, and/or earning a living;
- Participating in a wide range of social relationships and activities useful for his or her personal development; and
- Accepting appropriate civic responsibilities.

The following goals were developed in 1972 through extensive community input using a series of group goal setting activities throughout the Upper Arlington community. During the 1978-79 school year, the goals of the district will be reviewed to determine whether or not the educational program of the schools is valid and consistent with the traditions and expectations of Upper Arlington residents.

Priorities

- First Priority
  - Develop skills in reading, writing, speaking and listening
  - Learn how to examine and use information
  - Gain a general education
  - Develop a desire for learning now and in the future
  - Develop pride in work and a feeling of self-worth

- Second Priority
  - Learn about and try to understand the changes that take place in the world
  - Appreciate culture and beauty in the world
  - Gain information needed to make job selections
  - Develop good character and self-respect
  - Learn to respect and get along with people who think, dress, and act differently
  - Learn how to be a good citizen

- Third Priority
  - Develop skills to enter a specific field of work
  - Practice and understand the ideas of health and safety
  - Understand and practice democratic ideas and ideals
  - Learn how to be a good manager of money, property and resources
  - Learn how to use leisure time
  - Understand and practice skills of family living

Review of the Ohio Career Development Continuum

Ted -- School bindery: Kids make, illustrate, bind books. It goes to the librarian who gives it a catalog number and puts it in the school library.

Popco Co.: Students set up their own company to market popcorn. This was also done with soft drinks. Students made their own, tested the market to see who liked what best, and then sold the one which was liked the best.

Marlyn: A course I took in which we visited daily community businesses for four weeks really helped. With 6th graders, we took public transportation. This involved reading schedules, use of time, etc. We made four site visitations. People in business are eager to do this.

Rachel: We started (at the sixth grade level) a Service Corps. Each student chose one type of service for the school. They kept a time card and learned many jobs. Many were not please with what they selected and we talked about this. For example, one boy hated his work, and realized it was because he liked people; he then decided to do tutoring.

Phoebe: We did an activity where students, to get school jobs, had to submit applications, and be interviewed by teachers and a student panel. Some kids were promoted into other jobs, some were removed. We had a class who wanted to develop a "new" product. The teacher gave them an $18 loan. Students purchased wood and had customers make a family tree on it. Students made from 10¢ to $11 apiece. This was done to sell products for Mother's Day.

Becky: I focused on an introduction to career clusters. All students were 15 by the end of the 8th grade. We stress the notions of career change. We have "career raps" with speakers for a class or larger group. We take many field trips. Now, we use mainly parents as resource people, but want to change this next year. Our EMR class visited a nursing home and ran a school store. We also do job interviewing of students for school jobs and are counseled about why they did or didn't get the job.

Nancy: We have 10 buildings and a career education "team" in each school. We don't have a big system career education staff; the team for each school is primarily teachers in that school.

Hal: I brought in a month's statement from our business and went over it in detail with the kids. They picked my brain and I loved it.

Becky -- 9th graders: all participate in hands-on experience. They had to select a job in which to participate for a day. We gave them help if they needed it. This took place over three months. When it's over, everyone shares where they went and what they did. Kids learn about themselves in relation to the work environments they see, job tasks, etc. We also take them to one of the four career centers. Each career center has a different theme. We also give them an introduction to job seeking skills (they bring back applications from the job they visit).

Sally -- 10th graders: I operate a placement service for students, recent graduates and others. I do a follow-through to find the results of our career education program. We do a 12th grade visit (to 9th grade but much more focused on visits in relation to preparation, planning, and decision making). It is called World of Work Week. The follow up for this week is very focused.

The League of Women Voters has given us 100 women in this community who have written biographies of themselves. They will talk to students and be role models for them. Ohio State University has career days through the year and a pre-orientation program where kids get to talk to people from various departments. Students are involved in work experience. We always try to work through the teacher on this. One girl worked as a liaison between the police department and her high school. She did an attitude survey in her class and worked with the schools and police on what she found. Follow up of recent graduates indicates that students should have school leaving plans, although it revealed some students without this. We brought these kids back to school and did a seminar for them on career planning, etc. We also do a one-year and five-year follow-up survey to be used in curriculum planning.

Nancy: Our teacher development component is based heavily on higher education involvement. Our career education program rests on teacher involvement and higher education efforts are key here.

Earl: Advisory Council: for every federal dollar we receive, we have given $1,000 in community resources. One of my concerns was lack of response by parents. They assumed the schools would do everything needed to prepare kids for the world of work. Delinquent kids come from delinquent parents. If the council has done one thing, it is an awareness among parents that they must be involved. We change the council members every year.

Joe: Teacher Education/Career Education Teacher Development Plan (Ohio State University). The focus of this program is on the individual, not on curriculum. Mini-workshops are sponsored on a variety of topics as well as exploratory experiences and counseling activities. Five hundred college students are involved in the Upper Arlington schools at various stages.

Gus: It is obvious that career education programs are successful because of committed individuals more than any other factor. Rotary should be involved in career education because they are people who make things happen.

Jerry: I am disappointed that 4-H has not been more involved in the Upper Arlington program. 4-H is part of each state's land grant institution and consequently a wealth of resources can be made readily available through 4-H. The single largest block to implementation of career education is the school counselor.

PARTICIPANT'S SELF-REPORT

Jane Culbreth, the National Federation of Business and Professional Women's Clubs, Inc. (BPW)

I was impressed with the Career Education Center for the following reasons:

- It afforded opportunities never offered in a situation such as this, i.e. a broad range of offerings for careers (dance, music, arts, theater).
- Opportunities are offered for paraprofessional training, yet geared toward upper mobility in choice of careers.
- The novel idea of linking career education to the academics and thereby making the educational process more meaningful. We have to make learning relevant.
- The plan being implemented at the Center focuses on a closer relationship between home, school and community.
- It is evident that community support comes when there is greater involvement in the program, and the community reaps dividends from its investment.
- Local students from outside Columbus City Schools can be admitted on a tuition basis if there are openings.
- Career education is a community responsibility, not just for educators.

BPW has been in the business of "women helping women" since 1919, helping women advance in their careers, extending opportunities through education and elevating standards for business and professional women through legislation. While we have not collaborated in this local effort before, it seems natural for our organization and members to get involved by:

- Sponsoring scholarships for student tuition for those outside the Columbus City School system.
- Serving as resource (role models) people on advisory councils.
- Making local schools more aware of the opportunity of closer involvement of the community through our own members involved in education by:
    - organizing a speakers' bureau; visiting clubs;

  - programs in our own clubs through our new program which focuses to a great extent on career development of women including reduction of sex stereotyping;

  - better use of resource materials already developed such as the "Career Awareness Project" which could become a state project.

- Demonstration of the CAP or career education project at a national convention or rap session with state presidents. CAP could be BPW's contribution to career education collaboration.

- Greater emphasis by national BPW on youth (on NIKE clubs in high schools and in young career women seminars).

- Local example: plans have been made for Nancy Losekamp to work with a member who is a school administrator to implement career education in her school (Mt. Vernon). This can have a snowball effect and really serve as a model for the entire state, and maybe nation.

- BPW members are influential community leaders and could help through collaboration with other leaders in making career education successful, and work for full implementation.

Marion Hobbs, National Urban Coalition

Career education can and must be an integral part of the larger school system and not a separate and isolated program for a small group of students. Career education is not, as is commonly thought, only a road to vocational training but can incorporate the necessary academic training and motivation that can lead to postsecondary education. Career education works when there is a collaborative effort between the project, the school system, the business community and parents. Career education works when there is a built-in system for educating the larger community. Career education works when the teaching staff is prepared and given the appropriate training.

Obviously, there must be a partnership between business, higher education, the schools and the community (particularly business, for the direction of the job market, human and financial resources for program development and political pull).

My organization could relate in the following manner:

- By acting as a catalyst in the development and organization of appropriate groups and/or individuals.

- By providing grantsmanship and assisting in program development.

- By acting as liaison with the business community, as major corporations are heavily represented on our board and in our day to day operations.

- By identifying resources.

Presently, community leaders, correctional administrators and corporate executives are developing a career education and rehabilitation program for delinquent and potentially delinquent youth in Westchester.

Gustav Stolz, Jr., Rotary International

It becomes more obvious that a good, a successful program of career education is more a function of the enthusiasm and leadership of the people directly involved than any other single factor (for example, people that make things happen, that infuse others with their own interest and enthusiasm). This is the kind of overview I have of the Upper Arlington programs:

- The Ft. Hayes career education facility (project) with its director Jack Gibbs' "total dedication" to the project.

- The entire school district's willingness to deal with the many associated problems, including funding.

- The coordinating efforts of the career education project director for Upper Arlington schools in bringing the many faceted community interests into the support of the career education efforts.

- The involvement of the Junior Achievement program, the Rotary program and other volunteer groups in the total effort of Upper Arlington career education.

- The apparent appeal (through the varied and diverse career education efforts in the community) to all educational levels and all types of students from potential professional career types, intellectual types, leadership types, work-a-day types and seemingly even "incorrigible" types in the community.

We should identify dynamic, enthusiastic director types who can infuse others, including volunteers, with the dedication and enthusiasm for the career education effort, get him/her on the payroll, of project or school system, and the project will then move!

Anyone or any organization can, therefore, relate to a local career education program if the kind of enthusiasm we have seen in Upper Arlington could be taken to our respective communities. It is essential to involve the dynamic, successful business people on a voluntary basis to help "make it happen" because of their ability to open doors.

The best example I can think of is Charles Bradshaw and his Rotary club program in Corpus Christi.

William S. Farrington, Future Farmers of America (FFA)

Yesterday I learned the approaches the Upper Arlington schools are using to infuse career awareness, orientation and exploration activities into their curricula. I am particularly interested in their examples of experience centered career exploration activities, their community assistance in the form of resource persons in providing real work experiences, their focus on the development and application of decision making skills, their emphasis on the development of the students' abilities to make a choice for further career preparation and their use of student organizations such as JA to provide realistic learning situations. Some of the activities they were engaged in at Upper Arlington that particulary impressed me were: (a) the opportunity for each student to spend one day on the job with the opportunity to report their activities to their class and, (b) the use of a list of 100 women that have developed biographies of their careers to serve as role models for students.

I was most impressed with the manner by which community business leaders were utilized in providing realistic career exploration activities for students.

The FFA provides activities to teach their members leadership and other employability skills needed in the agribusiness and natural resources cluster of occupations. The FFA chapter and its advisor, the local vocational agribusiness teacher, have contacts within the agribusiness community that serve as valuable resource persons and role models.

One of the best examples of collaborative activities related to the FFA's local chapters would be the activity of FFA alumni groups. The FFA Alumni Association is made up of former members, friends and other local agribusiness leaders who are ready, willing and able to serve as resource visitors and role models for students.

Pauline S. Riel, The National Federation of Business and Professional Women's Clubs, Inc. (BPW)

I learned how to integrate career education into the total curriculum without reflecting it as an add-on; that the school, home and community can and must effect a closer working relationship (an advisory council would enhance this effort); awareness that career education is not simply one phase of education but is ongoing throughout one's entire life and needs to be infused in all areas of training.

Some implications are the need to have programs available at the grass roots level on career education; this could result in an awareness of the need for schools, home and community (organizations) to develop models for career education; it could effect a change of attitude and monies could be obtained from foundations and/or organizations within a community to foster career education.

BPW does have a career awareness project developed in cooperation with the Carnegie Corporation of New York in cooperation with the National Career Information Center for the American Personnel and Guidance Association of Washington, D.C. This is a vehicle for lead-in to schools, community leaders and other persons involved in career awareness.

Fort Hayes Career Education Center; World of Work Project in Upper Arlington; investments, banking, credit unions, telephone company; role model programs, etc. The bottom line is that we in society are interdependent and need to become more people oriented in our collaboration efforts. Motivation and commitment coming out of grass roots level mini-conferences can have impact in general on the changing of attitudes and greater involvement of the total community in the educational process as a strategy for change.

Gerald Zumbrunnen, 4-H

I was disappointed that 4-H was not more involved in the Upper Arlington career education project. 4-H is often viewed as a youth organization separate and apart from state universities. 4-H is a part of the U.S. Department of Agriculture and in each state a part of the state land grant university which the state Cooperative Extension Service is a part of. This official legal connection of 4-H with USDA and the CES is important for career education and community collaboration. Extension services vary from state to state. In Missouri, as an area youth specialist, I represent that total university system in the counties I serve. At the university, we have extension faculty in college, school, and a department. I can call on these people to help with problems in my counties.

By federal legislation, the land grant universities have the mission of taking its resources to the people. University extension (4-H) can play several roles in collaboration. One role might be that of helping a community organize for collaboration. Other roles might be helping a community to identify needs of students in career education and locating resources to meet their needs. 4-H in Missouri has the largest group of trained volunteer leaders. This group of people might be excellent resource people in career education.

I feel the Upper Arlington project is an excellent example of career education involving the community. Nancy is certainly to be congratulated on directing an excellent program.

In West Central Missouri, extension (4-H) has collaborated with junior and senior high schools the past 12 years with regard to career education. My experience has been that school counselors and teachers are interested and willing to engage in career education. However, they lack the leadership ability to involve human resources in the program. For example, local citizens, organizations, business, labor and postsecondary institutions are not used by school personnel. When extension has provided leadership to start this joint effort, it works and the school faculty like it and support it and use it.

Richard P. Barcomb, Junior Achievement (JA)

This is the first time, by God, I've seen a school system trying to make the career education process work! I'm from a backward southern area where the school establishment still can't agree or find any basis of agreement on what career education is. The southerners are slow, but sooner or later we do arrive. The beautiful people from the Upper Arlington (UA) School District are open, trying to make it work and are requesting help from all sources. The career education leadership is inspired.

The visit to Ft. Hayes Career Center was a letdown. It is a beautiful site and a great vocational education center, but I thought I would see an example of what Hoyt kept talking about in our mini-conference. He kept asking if Junior Achievement's some 600 buildings could be used as career education resource centers. All I saw was specialized vocational education. Great, but not what I expected.

Upper Arlington School District has proved to me that career education can work. A whole system can begin to pull it all together.

Community based collaboration! If I were in Junior Achievement in the Columbus area I'd be working day in and day out with the UA schools. JA, provided that the industry base was available, would be the biggest and best program on a per capita basis in the country. I don't know much about the Columbus school system, but it would be a joy to work with and in the Upper Arlington School District.

Any agency, providing they know what they are about and are all together, and have some idea where they fit into the concept, would seem to be welcomed with open arms. Each agency here in this area would have to keep in mind that they are dealing with bright dedicated and professional school people.

Good career education is not threat to agencies like JA. The more that school people understand and practice the concept, the more they are open to resources.

I'd love to have the opportunity to relate JA to career education programs. Standard and experimental new programs would fit in everywhere:

- JA Company Standard Program;
- Project Business;
- Applied Management;
- Econ USA; and
- Fifth and sixth grade program.

I feel that JA would have to press the business/industry establishment to get on the ball and provide the funds and manpower. We might have to reconsider our funding resources.

As for local examples of collaboration Project Business is good. Also, there seems to be a lack of communication or PR between the Standard Program with the high school career education beginnings. JA can bridge the gap between school and business. Nationally, 27,000 business persons volunteer, times four hours per week, times 30 weeks equals no-cost time while exposing teenagers to business careers. For the Standard Program only, if you want a person to discuss middle management and/or an upper management career, call the local JA office.

Barbara O. Moore, Chamber of Commerce

I learned that career education is indeed the coming field in the education program. I have always felt that this type of program should be in our schools, starting with a mild introduction in K and continued through 12 with more exposure each year until the student is prepared to leave the education system with a fuller idea of the many components of the working world.

The community input in the area of career education is without limit. I think with hard working key individuals most communities would willingly help in the career education program.

Our community organization, Upper Arlington (UA) Chamber of Commerce, will work with the school system in any way possible. I think the problem is one of "who goes to whom" to start such a program. Thanks to this meeting I now feel we are free to offer our help.

In our UA Chamber of Commerce we have two girls from the high school who are interested in publishing and currently do our newswriting for the local newspaper. The students attend meetings and along with one of our members write what they feel is important for local news.

Thank you for a very interesting meeting.

Margie Siegal, Women's American ORT

The explanation of the career education program of UA schools exemplified to me that about which I have read in definition of this career education concept. Through the basic conceptual divisions of career motivation, orientation, exploration, and follow-through and placement, the individual teachers work through specific classroom projects to achieve their goal of developing understandings and skills within the students from which they will be able to successfully relate to and participate in the world of work.

Community based organizations, through collaboration, can be utilized as career resources to conduct necessary surveys for compiling information; to provide necessary funds; to serve in a public relations capacity working to change negative attitudes about career education.

Women's American ORT places a heavy emphasis on the quality of comprehensive education. As a mass membership organization consisting of 135,000 members in over 1,000 chapters, our contribution can be twofold. The first level of participation is the national one, an area in which ORTists are involved in mass letter writing campaigns to our individual congressmen urging them to support legislation that favors career education. The second and most significant way in which our members can be involved is through active participation in the school systems of our local communities. This participation must be preceded by education of our grass roots members as to what career education is. This process is an involved one; the understanding of the individual would be greatly enhanced by tours of centers such as the Ft. Hayes Center which we toured yesterday (although such centers are probably rare and exceptional).

In some cities, ORT chapters have compiled "talent pools" which are resource files of individuals in various careers, and which are given to the schools to be utilized by teachers. Another example of collaboration is providing a series of public service announcements entitled "If I want to be . . . ", which briefly summarize the requirements of a specific career to local communities via the radio.

Through career days, panel discussions, and television and radio talk shows, ORTists have traditionally worked to improve attitudes toward vocational education, and we are now altering our goal to change attitudes toward career education, of which vocational education is an integral part.

Milt Lincoln, Chamber of Commerce

The potential for collaboration with the UA Chamber of Commerce is great. Before now, UA has not had its own chambers. Currently under the volunteer direction of an educator and a management consultant, this new organization of some 70 members is beginning to take shape. Upper Arlington, an affluent north Columbus suburban community, has the resources ranging from small enterprises to the branch offices of large, national operations. The life-style of this thriving community indicates a strong inclination toward a management orientation. Although Upper Arlington is a self-contained community, it is part of a larger metropolitan area which should direct its resources, both financial and human, toward an effective collaboration with all educational systems within the area. This encouragement would allow those students who will become managers, and those workers, a broad exposure to opportunities within the entire area; the development of career programming for all its students, not just the high achievers or the cream of the crop.

Since the chamber is searching for a project, it has been suggested that perhaps the "School Without Walls" program could make an impact with results benefitting both students, area businesses and parents.

Nannette Enloe, Girl Scouts of the USA

Community based people must do more to demonstrate their concern, and work in the area of career education and other curriculum areas with a sharing of problems and resources. Projects which are supported by government monies should require community organization collaboration in the planning stages. Like teachers, Scout leaders must be motivated and trained to include career education in their troop programs. Experienced teams may be used to consult with leaders on how to do this. Work with "Dreams to Reality" could really help young women become enthusiastic about career resource centers. Increased parental understanding is important as parents play a critical role in completing any educational process.

Community collaboration has to be done to provide well-rounded and supportive experience for children and to provide a good, affordable program. There must be a resource for the educational system.

- Providing opportunities for organized groups of younger girls (grades 2-6) to become aware of the career education opportunities locally, in a fun way.

- Developing extra curricular experiences that support and extend career education at no cost to the system.

- Providing additional people resources who are trained in working with students.

Hopefully, when "Dreams to Reality" materials are available, local collaborative activity will occur (contacting school systems to determine how materials can be used to support and prepare girls for existing school programs and conducting career education seminars for local organizations dealing with career education to see how girls (and boys) can take advantage of total community resources).

Betty Rutledge, Girl Scouts of the USA

Although a resident of Upper Arlington, I have never had any direct contact with the school system as my children attended parochial schools. Therefore, as a taxpayer, I was certainly impressed with the fine quality and broad scope of the UA career education concept. As the local representative of the Girl Scouts in UA (of which there are about 850 girls in the schools) I was very interested to learn of the specific activities in several local elementary schools. Girl Scouting tries not to duplicate, but to supplement activities in which girls might be participating elsewhere, i.e., at home, at school, through sports, their religious affiliations or other programs in which they might be participating.

Part of the national Girl Scout program for older girls (especially high school age) has been an emphasis on career exploration; however, done usually in a hit-or-miss way by local councils - at least this local council.

Recent national Girl Scout program materials include a fine new program, "From Dreams to Reality", and when widely available in the fall of 1978, this should provide a basis for many opportunities for investigation of a wide variety of careers for women. Similar materials for younger girls, grades 1-6, are now being written. Local collaborative efforts would seem to suggest the sharing of this information with the school system's career education coordinators. There may be some good ideas for other projects which could be used in schools.

The above comments refer to only one school system, but obviously can be extended to other school systems within this Girl Scout Council's jurisdiction.

Richard Dieffenderber, Buckeye Boys Ranch

I was not present, June 29, 1978.

We need to involve people to do specific, well-defined things.

Private programs such as Ranch can use public funded career education and vocational training services. Ranch uses Ohio Bureau Employment Service for GATB testing program and counseling about work. Ranch uses business and industry persons on program advisory committees and as advisors to Junior Achievement type business activities. Also Ranch boys participate in CETA and special NAB programs.

The following are future objectives of the Buckeye Boys Ranch:

- Use 4-H and Cooperative Extension materials in personal development, money management, consumer education activities, etc.

- Check series of 8 resource guides ("Business, Industry, Labor Linkages"); staff development resources by Dieffenderber, Kopp, Orst, at the center for vocational education.
- Use and/or join local chapter of National Association Industry-Education Cooperation.
- Look at, join and/or use local community education-work councils.

MINI-CONFERENCE DISCUSSION

Dick: I am impressed with the expansion of the Project Business program in Upper Arlington as well as the normal JA program. JA has traditionally viewed itself as a business-economic oriented organization but is beginning to see the importance of career education and its possible link with JA. Fort Hays Career Center is not a "career center" as defined by Ken, but seems to be more of a vocational education center. JA needs to educate its "off-the-street" staff to the concept of career education.

Marion: Two points: (1) There is a strong push to incorporate career education into the entire school system as opposed to a small isolated program; (2) there is an attempt to disprove the notion that career education is equated with vocational education.

Margie: ORT has a twofold role: (1) legislative liaison role, exercising pressure for needed programs; (2) grass roots participation such as public service announcements for media, developing resource files, conducting a survey, etc.

Milt: Upper Arlington has a wealth of resources and with the beginning of a new chamber this will put the schools in a unique position to draw upon these resources. The program thrusts of this new chamber have yet to be formed, and the chamber may be helpful to infuse programs into the schools. Economic development is the major concern of the chamber and you cannot separate economic development from education; they are mutually interdependent parts.

Joyce: NAB is involved with disadvantaged youth and Upper Arlington needs to reach out to help those less fortunate. Career education will work if you can reach teachers, counselors and parents. Unemployment among youth is high and out of hand and we need to respond with appropriate programs. Education cannot move youth from school to work alone, so it is time the community gets involved to hold the hand of education.

Nanette: Community based people need to do more to demonstrate their expertise in career education; to share their knowledge and resources. One advantage in cooperating with a "youth group"/volunteer group is that the volunteer organization can work with small interest groups to reduce the costs for the schools of providing specialized instruction for a small group of students.

Jane: I am impressed by the range of career opportunities offered and the fact that education is viewed as a community responsibility. BPW membership can provide role models (NIKE clubs) and scholarships for deserving young women. BPW developed a career awareness program for young women with support from Carnegie, and this program is available to other community groups. BPW will attempt to renew this career awareness program and hope that the time is right now.

Bill: FFA can effectively work with the schools to develop sound career education programs. Two examples: (1) allowing the students to go out for one day and visit a variety of sites and then return to share their experiences; (2) the availability of role models of women (1,000) which students can contact.

Bob: CETA is career education. Employers, fifteen years ago, looked at the waste of manpower (MDTA). Individuals who failed to acquire job readiness at a normal point in their life progression are the focal point of CETA programs. CETA is basically an adult program. Training/job placement has now (1975) focused on public service employment. PSE was a counter-cyclical device to reverse the recessionary period. In Ohio, 14 percent of the jobs require a college education; consequently a college education is not necessary for a successful life style.

The moderator requested "one-word" responses from the participants relative to the concept of collaboration. The following are the responses:

- cooperation
- openness
- win-win situation
- flexibility
- joint ownership
- knowledge of resources
- commitment
- risk and failure
- partnership
- work
- ability to change
- love
- willingness to learn from failure
- common purpose
- trust
- understanding
- purpose/context
- marriage
- labor together
- people
- synergy
- identification of needs
- open-mindedness
- adaptability
- leadership/clear direction

Cooperation versus collaboration: two individuals could cooperate on achieving the purpose of one group without both individuals agreeing on the purpose. In collaboration, both individuals would have to agree on the same purpose. Cooperation may be unequal giving, but collaboration is an equal giving situation. Selection and matching are important concepts for the involvement of individuals from CBOs in the schools.

The following list is relative to the constraints to collaboration:

- Lack of local staffs for many organizations.
- Difference in conceptualizations between schools and CBOs (misconceptions as well).
- Funding problems.

- Built-in fears, especially around change.
- Turf problems, jurisdictional boundaries.
- If career education comes in, what will it replace? Teachers fear "What will it demand of me?"
- Lack of common understandings (definitions).
- Lack of preparation to appropriately involve community resources in the classroom.
- Lack of scheduling flexibility allowing students options such as field trips.
- Lack of agreement around a common philosophy.
- The need to have identification of problem areas which should be focused on.
- Lack of leadership/prime movers.
- CBOs need specific direction without violating their uniqueness prior to involvement.
- Equal involvement of all parties is necessary to keep everyone active and "onboard."

One thing not touched on during the mini-conference is emphasis on the basic skills (communication, writing/speaking skills). Upper Arlington Chamber of Commerce pledges: (a) speakers for the schools and (b) supplying sites for field visitations. It was suggested to invite the Kiwanis and to continue a similar conference once a year. Career education is for more than just youth K-12. It is a total life experience including the worlds of work, leisure and retirement.

PARTICIPANTS' RECOMMENDATIONS

The following recommendations were submitted by the participants:

Recommendations to CBOs

- The important concept for collaboration is knowledge that you need to involve key people and key actors who have access to money.
- Sometimes in business/industry, they are not aware of the fragile nature of the schools, especially the university. Often, it's a few people carrying the big load. These people need personal support. The schools are not a big monolith.
- Energy needs to go to the business/education intersection.
- Administrators are sensitive to pressure/help from the community.
- Involvement with CBOs necessitates knowing what you want.
- The Adopt-A-School concept allows the "timid teachers" and the "timid CBO" to get together.

Recommendations to Upper Arlington Program

- Failure is not in the vocabulary of the public school system; consequently youth need to have a realistic look on life; learning from failure.
- Have mini-conferences at the grass roots level.
- Generating self-renewal within the system to keep the concept going when Nancy leaves the system or the program.
- OCE does a good job of supporting project directors; they should keep doing it.
- Have the advisory group and local board pick up the tab when HEW leaves.
- A directory should be developed to indicate the organizations that have a national career education focus and what that focus is and who to talk to.
- Have local CBO mini-conferences to learn to collaborate with one another.

Recommendations to CBOs

Nancy:

- CBOs should not wait "for the other guy". You start the communication - and keep trying;
- Group collaboration brings more pressure to bear on the system for an affirmative response;
- Show the schools what you can do;
- Take little steps;
- You need to identify who the workers are;
- Career education can be a lonely business at times; the advisory council can be of tremendous support;
- If no one's mad at you, you aren't doing anything;
- Schools need specific information and suggestions; and
- Communication on a continual basis; regular exchanges provide for regeneration.

Appendix

SCHEDULE OF ACTIVITIES

School Community Collaboration Conference
Thursday, June 29, 1978

8:45 - 9:15 REGISTRATION and COFFEE

9:15 - 9:30 WELCOME

Dr. James Lantz
Assistant Superintendent for Curriculum and Instruction
Upper Arlington Schools

Jack Folkerth, President
Upper Arlington Board of Education

9:30 - 9:45 INTRODUCTIONS

William Mermis
InterAmerica

Nancy Losekamp
Project Director
Upper Arlington Schools

9:45 - 10:45 OVERVIEW OF OHIO'S CAREER EDUCATION MODEL

UPPER ARLINGTON CAREER EDUCATION PROGRAM

K-6 Career Motivation

7-8 Career Orientation

9-10 Career Exploration

10:45 - 11:00 BREAK

11:00 - 12:15 11-12 Career Preparation, Placement and Follow-up

Teacher Education

Teacher Development

UPPER ARLINGTON CAREER EDUCATION COMMUNITY ADVISORY COUNCIL

12:15 **LUNCH**

Interaction with Counterparts
Lunch to be Arranged Independently

2:00 **CAREER PREPARATION AND COMMUNITY COLLABORATION**

Fort Hayes Career Center
Generals Quarters
Jack Gibbs, Director

5:00 **SOCIAL HOUR** [Cash Bar]

OSU Holiday Inn

UPPER ARLINGTON, OHIO

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Cornelius Green
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Janet Davis
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Pauline S. Riel
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Robert B. Hadden
National Alliance of Business

Hal Link
Junior Achievement

Delores Chambers
Business & Professional Women

Emily J. Barger
Business & Professional Women

On-site Counterparts and Guests (continued)

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Chamber of Commerce

Kirby Barrick
Future Farmers of America

Mary M. Mosher
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James Lantz
Upper Arlington City Schools

Becky Owen
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Rachel Reinhard
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Mary Makay
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Buckeye Boys Ranch

ON·SITE
MINI·CONFERENCE

PORTLAND
PUBLIC SCHOOLS

Portland

JULY 10·11 1978

ON-SITE MINI-CONFERENCE IN COMMUNITY COLLABORATION

EXEMPLARY PROGRAM: Portland Public Schools
Portland, Oregon
Norman Malbin, Site Visit Coordinator

PROGRAM PRESENTATION

"Strengthening Education's Participation in the Work-Education Consortium Project"

Funded by the U.S. Office of Education, Office of Career Education, this project is designed to help educators learn how to use community resources more effectively in the accomplishment of career education objectives.

Purposes of the project include:

- Training for teachers in the effective use of community resources to accomplish career education objectives;
- Training for support staff (counselors, administrators, curriculum leaders) in ways to facilitate that use;
- Spreading the word about community/school collaboration by encouraging the above-trained educators to work with their colleagues in other school settings;
- Exposing educators to the work of the Greater Portland Work/Education Council and its member agencies; and
- Providing a way for the Greater Portland Work/Education Council to understand the needs of educators as they prepare young people for transition from school to work.

Contractor for this work is the Portland Public Schools, with Marvin Rasmussen, Director of Career Education, serving as Project Director. Other cooperating school districts are Tigard Public Schools and Hillsboro Union High School District. A total of 75 teachers, counselors, administrators and curriculum leaders from the three communities will be selected to participate. Teachers will be released a total of four days from regular classroom activities to receive training. Professional materials will be provided. Graduate credit is expected.

Organizations contracted to provide training in effective use of community resources are:

- The Institute for Public Affairs Research (IPAR), a Portland metropolitan area clearinghouse for arranging community resources for educational purposes; and
- The Northwest Regional Educational Laboratory (NWREL), a Portland based agency providing school research and development services, including experience based learning techniques.

Other organizations invited to participate in various ways include the Oregon State Department of Education, community colleges, teacher training institutions and intermediate education agencies. Community organizations to be invited include government agencies, business, labor, industry and social service groups concerned about work-education ties. Evaluation and documentation support for the project will be provided by NWREL.

What local education agencies will participate in this project?

The three local school districts presently represented on the Greater Portland Work/Education Council have joined forces to submit this proposal with the Portland School District serving as offeror and fiscal agent. The two other districts are the Hillsboro, Oregon Union High School District and the Tigard, Oregon Public Schools. Portland is a large urban school system enrolling 620,000 students K-12. Tigard is a suburban community with a school district that includes several smaller communities with a K-12 enrollment of approximately 5,500 students. Hillsboro Union High School District enrolls approximately 4,500 students in grades 7-12 from an attendance area that is largely rural. All three districts represent the diversity in educational and community resources typical of the Portland metropolitan area.

To what extent has collaboration between work and education occurred already?

Each of the participating districts has made good progress in its efforts to involve community resources to supplement not only career education offerings by the general school curriculum as well. Each has benefitted from the services of IPAR, a metropolitan clearinghouse of community resources in operation since 1969 with its operational funds coming from the private sector. Each of the districts has been involved in the development and testing of experience based career education, an intensive effort to use community resources to their fullest potential in the learning process. Each of the districts is taking an active role in the development of the Greater Portland Work/Education Council.

What about the level of commitment to career education among the districts?

Each of the participating districts has also developed a comprehensive approach to career education spanning all grade levels and subject areas. The board of directors for each district has adopted a clear policy on career education; staff have in turn implemented curriculum modifications that assure exposure of all students to career education activities. This reflects a statewide commitment to career education that is embodied in revised high school graduation requirements which specify career education accomplishments.

How will this project work?

A total of 65 teachers (elementary, junior/middle school, senior high) and 10 support staff (career education specialists, curriculum leaders, building principals) will be drawn from target schools in the three districts. Teachers must agree to participate in four days of training session and another three in follow through on collaborative activities using community resources to accomplish career education objectives. Support staff must agree to a total of seven days of effort. Only the teachers' time will be reimbursed by this project.

What is the nature of the training plan for educators?

Teachers and support staff will spend four days together in full-day workshops designed to move them gradually from a review of career education concepts and the possibilities of community collaboration to the operational nitty-gritty of actual implementation in their ongoing school programs. Trainees will spend a majority of their training time in the community actually doing the things they and their students would do to make the most effective use of off campus resources. Support teams of trainers will be provided by IPAR and NWREL with assistance from regional career education specialists and others trained in the use of community resources (e.g., higher education staff). Community resource persons themselves will play a training role by observing selected teachers and by interacting with support staff in seminars and discussions.

What types of follow up are envisioned?

Teachers will field test their new found skills by conducting at least two activities using community resources. They and support staff will together develop action plans for the extension of community resource utilization in their building and district. Participants must agree to provide consultations and demonstrations for other educators both within and outside the district. Conversations will be held with institutions of higher education on the possible creation of teacher education pre and in-service training modules on the use of community resources building upon efforts already underway. Career education specialists from local, regional and state offices will be invited to attend one or more training sessions as observers. IPAR and NWREL, both now heavily involved in local and nationwide training of educators in the more effective use of community resources for educational purposes, are committed to providing expanded services to school districts in these areas.

Darrell Ward: State efforts, in career education, can be traced as far back as 1963. Career education in Oregon is very much a community program and due to the community's involvement, 60-70 percent K-12 students are involved in career education activities. Oregon is presently piloting a Community Resource Utilization Kit. There are two basic needs facing career education in Oregon:

(1) Career education in Oregon will need continued federal/state financial support or otherwise it will not achieve its potential to serve students.

(2) A major dissemination effort is needed for two reasons: (a) to open up Oregon to other efforts across the nation; and (b) to share Oregon's success with the rest of the country.

Norman Malbin: (Presented background on the National Manpower Institute--Education/Work Consortium effort in Portland.)

William J. Moshofsky - Georgia Pacific Corp. (Chairman of IPAR): IPAR considers career education to be more than a job and should be expanded to include leisure time activities and appreciation of the individual's role as a consumer. The slogan of IPAR is "make the community the classroom". In an effort to actualize this slogan, IPAR serves to coordinate business/industry resources for the purpose of providing youth with a realistic view of what is happening in the community. Youth need accurate occupational information and accurate information can only be provided if education is relevant. Youth must be prepared to face disappointments and successes surrounding career progress/career involvement.

John Pendergrass - Youth Career Training, Portland: There are four basic premises of the Portland program:

(1) CETA is designed to serve disadvantaged youth who have difficulty finding employment.

(2) Schools have good training and career programs, yet some youth need special opportunities.

(3) The majority of the monies available under CETA will go to the schools.

(4) It is cost effective to link CETA dollars with school resources rather than to put money in out-of-school resources.

Four accomplishments of Portland programs:

(1) Increased access to existing programs:

  - Youth should receive related instruction or training; and
  - Structured a career survey program.

(2) Increased the scope and level of training programs (providing youth with hands-on experiences coupled with instruction).

(3) Initiated new programs or procedures that show promise in preparing young people for work.

(4) Promoted institutional change.

Gary Tuck - Youth Employment Coordinator, Portland Public Schools: Three types of programs between schools and CETA:

(1) Nonfinancial agreement (initially introduced in 1974). Money goes directly for work experience training and exploratory opportunities.

(2) Agreements under contract. Emergency home repair (in-school, out-of-school). Money goes to purchase instruction and materials.

(3) Contracts the city has with agencies other than Portland schools (yet the public school students are the ones who will benefit most).

The intent is to expand the relationships in these other areas. If this is going to happen there needs to be (a) better community; and (b) integration of the CETA program into the school program. Try to make efficient resources. We serve approximately 350 students at any one time, double that number in the summer. There are approximately 6500 to 7500 youth (14-21) who are eligible in the Portland area.

John Ries - Emergency Home Repair Program, youth 16-21, O-J-T: Reasons why youth come to the program:

- desire skill development and personal growth;
- to look at apprenticeship opportunities;
- to learn a variety of skills or job/career choices; and
- further education desired.

Both full-time students who are out of school and part-time students who are in school. Students receiving credit are paid one-half rather than full pay. The Joint Apprenticeship Program has supported the program because without this effort, elderly and indigent individuals would not be able to improve their homes (don't have the money to hire union contractors). Associated General Contractors have also supported this program, and the carpenters' union. EHR is being replicated in about 15 cities across the U.S.

Janet Warrington and Janell MacCullen - IPAR: IPAR is involved in linking a large number of community service resources. It views itself as serving a liaison role between business/industry and schools. IPAR consists of a staff of seven; three to four are responsible for linking teacher requests with community resources. About 4000 community resource request forms were processed last year. This is free. Fund raising is a demanding aspect; however, it helps maintain contact with business/industry resources.

The schools need to clearly identify their needs to the business/industry community. Resource linkages are evaluated with 90 percent of the users and providers stating the relationship was excellent. IPAR does provide training for the resource individuals primarily through training the contact person who in turn is expected to train the company's resources. The resource person must be made comfortable and acquainted with the school environment.

Career Education

Exploration activities/articulated career education program:

- self-understanding (a variety of interest surveys);
- field trips, speakers (transportation is provided);
    - occupational classification,
    - dignity of work,
    - people/data;
- resources (published, people, experiential, etc.); and
- file folder (students keep their own folders).

Experience Based Career Education

In disciplinary basic skills and a broad range of alternatives for the last two years of high school there are life goals which are as follows:

- citizen;
- family;
- avocation;
- occupation;
- individual; and
- consumer.

PARTICIPANT'S SELF-REPORT

Ben Butzbaugh, Chamber of Commerce

The presentations yesterday were all very good, interesting and worthwhile. The most significant part of all of the programs and the key to making them work seemed to be the cooperation between the various agencies. This seemed to eliminate duplication of effort and use the available resources to their fullest extent. An example of that is the IPAR in Portland. I intend to use the concept of IPAR in developing a system in our local Chamber of Commerce for bridging the schools' needs with community resources.

CETA seems to be something the schools are getting into big, and perhaps the best impetus of the program. Career education cannot be done successfully without the cooperation of the schools. The schools must become involved and input from interested organizations must be heard.

The various interested parties must get together and discuss their ideas, philosophies and proposed solutions on career education regardless of how diverse they may be. This will enable a dialogue to take place and will show areas of agreement and disagreement. Working together seems to be successful.

Most of the programs presented yesterday could be implemented in my local community. We are currently involved in similar programs and I intend to use many parts of yesterday's presentation as improvements.

IPAR seemed to be a fine example of collaborative CBO activity. The scheduling of resource people and sites is a task which can be done by a separate organization and leave the classroom teacher to do the job he/she is paid to do, which is to teach. The teacher does not know what resources are available since he/she may tap into them only a few times during the school year. An organization dealing with this daily knows the resources, their availability and relevance to the subject.

The schools and city government seem to work together to coordinate CETA or other government programs.

Ralph Scolatti, Junior Achievement

While our organization works closely with the area school district, it was interesting to learn how many other organizatons are also involved with the district. The Portland school district's own programs, funding and staff were well presented and very educational. Several of these speakers indicated that "where there's a will, there's a way" approach in involving community resources to accomplish the objective; e.g., Emergency Home Repair Program.

I feel the conference was dominated by a few. I would like to have seen a 3-day meeting with the 2nd day devoted to indepth presentation from JA (of course), NAB, Women's American ORT, BPW, etc. The 3rd day devoted to tying it all together and writing up their statements.

The school district here indicated an excellent collaborative effort/joint venture with many organizations throughout the community. However, with persons from all over the USA it was difficult to determine to what extent collaboration was occurring in their home town. Being a native Portlander, I can only speak of my experiences with the Portland School District. Marv Rasmussen, through his career advisory council, does seek input from the community in all his projects. He's available to all and makes any information required available. I believe this is an outstanding approach and indicates a desire from local organizations and the school district to become highly involved in community based collaboration in career education. Our organization (JA) has collaborated with the Portland Career Education Advisory Council for a number of years with positive results.

As a result of collaborative effort between JA and PPS we were able to secure academic credit for the members of our organization through a program designated "Off Campus Learning Experience." This credit is extended to youngsters participating in many outside organizations, e.g., Boy Scouts, Explorer Scouts, etc. All of this was brought about by collaborative efforts.

To expand on this, about three years ago, Scouts, Junior Symphony, JA, etc. got together and drafted a proposal for the members of our respective organizations to receive credit for satisfactory participation throughout any given program year. The PPS district was receptive and through a series of meetings (collaborative effort) the proposal and model was drafted and approved by all concerned.

Walter Griffith, 4-H

I learned that the CETA program is working and has some valuable implications for the Portland school system. All previous contact with CETA had been negative, so this exposure was appreciated and informing.

The experience based career education program became real and caused me to rethink some conceptions about how to conduct career education programs.

The cooperation between local governmental bodies (e.g., CETA, school system, and city of Portland) can be productive and rewarding for the community and citizenry.

Nonfinancial agreements can eliminate a great deal of red tape and provide a positive framework for community based programs such as career education. Successful programs like the Emergency Home Repair program can further the career education concept in the trade/labor segment of our population and gain greater support for new programs yet to be developed. When ideas are shared from one city to another and from one organization to another, we will soon provide a broader base for local communities to build successful programs. We are eliminating barriers between groups and power circles when a federal agency provides opportunities like this conference for grass roots programs, and the staff members involved, to get together and share, evaluate and expand their individual thinking.

Our organization has tried nearly everything under the sun, but the one item that has promised for implementation is the Emergency Home Repair program, using federal money, local school administration and city governmental blessings to provide services that affect the low income individuals and community resources all at the same time.

My local organization has been using county money and school money for years to supplement other local resources, volunteers and facilities to provide a basic career program with every project and activity conducted. We have not called this career education, but need to start identifying the work as such.

Specific career education programs were not identified in the Portland 4-H program. The IPAR program is stimulating and exciting.

Blanche Schroeder, Chamber of Commerce

The presentation yesterday served to primarily update me on the activities of Portland Public Schools and questions on programs with which I am familiar. Lunch with my counterpart was shared with five others so we did not have much chance to exchange information. I did not get the sense that their area had much of a "collaborative" effort, vis-a-vis a specific program, though they are involved in business/school communication. What I did learn was the involvement of other organizations with whom I was not familiar, at least in this field (ORT, BPW, Rotary, etc.).

We need to make certain that they are involved in our "collaborative" effort.

The Portland Chamber has been, and will continue to be actively involved through our participation in the activities of IPAR, NAB, and the other career education groups. I distributed information about the major chamber effort, the Business College Symposium (If you have further questions about this program, please contact me.).

Yesterday's presentation covered most of the areas I'm familiar with. We did lack information about the excellent program done in our community colleges, especially P.C.C., with their "supermarket" and "lifelong learning" concepts.

Ron Richards, Boy Scouts of America

The presentations that were made by local people represented pretty much standard information across the country. However, there is evidence that collaboration has already played an important part in making things happen. Everyone seemed to know what each other's organization was doing.

Most of the presenters indicated that other people from CBOs were on their committees and had some role in what they were doing. They also stated that they have a community resource kit which was published with information on career education.

The IPAR program which was described is pretty much the same service which we provide, but on a lesser scale because of the size of New York City. But we could fit right in with what they do and increase it to a degree.

In short, all of the CBO programs were of different natures since none of them had a conflict of interest. They all seemed to support each other where they could. The IPAR program reached out to more varieties of people than any other. Their program had a collaborative effect more than others because of what they do.

Jeffrey A. Owings, FFA

On Monday, I felt that I was shown that the community can successfully work with the schools in filling the goals of career education. If this collaborative effort can work in Portland, I see it working all over the country. IPAR for the first time was brought to my attention. This organization seems to be doing an outstanding job in bringing the business world together with the education system. On Tuesday morning, I had the opportunity to visit the Green Thumb (horticulture program in Portland). I felt that this program is doing an outstanding job of training individuals for the horticulture work world. During the school, year 100 students receive training. Twenty-seven special needs students are given training during this summer. These students are given the opportunity to earn money, and develop skills and values. By the structure of the program though (just juniors and seniors), an FFA component is missing. Portland and the state of Oregon are lacking in horticulture programs with FFA. This is hurting career education.

Portland's career education program, although lacking a youth organization component, has a very excellent new thrust toward collaboration between business and education. Implications: (a) students in Portland are going to be better prepared for the work than other areas of the country; (b) selected aspects of Portland's collaborative effects (IPAR) should serve as a model for other programs; and (c) business world has to be involved.

FFA can offer what I consider to be missing in the Portland program. FFA is now almost completely lacking (Green Thumb has some). I feel that vocational youth groups provide (a) leadership training; (b) parent involvement; (c) home projects; (d) cooperation; and (e) state and national exposure. These are all components that Dr. Hoyt has said should be a part of all career education programs. FFA has traditionally had its own IPAR system.

Fourteen schools work together with the community and Green Thumb horticulture operation to train individuals for the horticulture work world. IPAR works with business world and local schools. I was impressed with statistics offered on the program. Twenty-seven students during the summer are given an opportunity to work, learn and earn money.

Janell MacCullen, IPAR

Yesterday, I learned that a variety of known community organizations are concerned with assisting not only youth but all segments of the population interested in career or job information. Most of these organizations are either actively involved or considering involvement in career assistance programs.

Some implications seem to be:

- Identification of their roles in career education;
- Recognition of the broadness of ways to assist, and how great the need for assistance is;
- Focusing the direction of their career education roles; and
- Sharing of ways and means of program operations (funding).

IPAR currently is collaborating with most local Portland programs, but could provide more assistance for both local and nonlocal programs by development of more comprehensive step-by-step materials of "what we have learned in ten years of career education programs." Efforts such as this could be funded.

Greater Portland work/education council: an effort to identify and share availability of assistance, areas of need and formulating of policy in regard to what is needed. I could list many others, but I would rather remark on the popularity of the "collaborative process." This is a recent catch phrase in the Portland area. The effects of the introduction of first the phrase and then the actuality of the process has had an effect on the kind and quality of effort in Portland area progarms. Accountability, duplication and funding have always been both life-giving and death-dealing issues for programs. The effect of collaboration has been the removal of some of this threat. The sharing of problems and ideas, and even programs, resulting from this process have broadened the horizon and have given us a glimpse of how huge these issues really are.

Russell Ancell, National Alliance of Business (NAB)

Six months of experience is too short a time to learn of endless ways to write programs and obtaining funds. Mixing funds (HEW/DOL/HUD) is questionable. Auditing, administering and reporting would be prohibitive. I learned CETA has something for everybody. I learned there are dedicated people in career education.

Preventive programs are necessary. Less politics and more small business seats on advisory councils would be beneficial. Mixing CETA funded programs with career education is questionable.

NAB's principle concern is with the disadvantaged; structurally, culturally, and economically. We are better prepared to handle corrective programs as a catalyst and systems developers.

Cross mix on boards of directors such as NAB, IPAR, Greater Portland Work Education Council. I don't know where some organizations fit into community (such as Portland Opportunities Industrialization Center and Northwest Regional Educational Laboratory). Too many empires with high overhead and administration costs. The Department of Education at all levels should coordinate.

Hattie Harlow, National Urban Coalition

My counterpart, Vernon Chatman of the Portland Urban League, shared this career education approach with me. First, I must state that Mr. Chatman is a very unusual individual in that his program is staffed only by himself. I will attempt to briefly describe this program:

The Urban League directs most of its program efforts toward minority youth (not excluding others) because they were being left out unintentionally from Portland's career education program. Mr. Chatman participates on the school board's committees in career education, thus giving and receiving firsthand information. Recognizing that minority youth will not readily participate in majority activities without persuasion, Mr. Chatman visited each high school principal and discussed his ideas on career education. He planned to host a Career Awareness Program.

The Career Awareness Program served not only to alert youth to career options, but also to assist in preparing them to make career choices. The most important aspect is that they (minority youth) recognize that they have choices. Once the principal agrees, a coordinating committee made up of board, professional and business people committed their resources to design the program. The next step was to inform students. Mr. Chatman did this personally at each school (13 in all). Once this occurred, the students signed up to participate. The students then received letters congratulating them for making this decision with a similar letter to parents. The letter would include information on Career Awareness Day, transportation arrangements, etc. A letter is also written by the facilitators and participating professionals saying they are looking forward to seeing them. On the day of the program, students get all the necessary background on various career options using, where possible, role models. The student will also sign up on this day for site visitations.

In addition to the Career Awareness Program, Mr. Chatman maintains contact with each of these students by enlisting them to participate in other workshops. An example: a minority student who wants to be an engineer will receive all necessary information on what course of study is ncesssary; colleges offering the degree and assistance in preparing for the SAT. Again, it is important to state that Mr. Chatman is the program. He functions as the liaison for schools, colleges and the business community. It is a good example of collaboration; seeing the need and pulling in the community resources to do the job. Also, I must state that the program is fulfilling a greater need for the community-at-large by supplying capable individuals to the world of work.

The Urban Coalition has a similar organizational approach as described by many of the presenters yesterday. The exception is that the corporate community is willing to take the lead in my area working under our umbrella. Unlike many communities across the nation, the Bay Area peninsula has more jobs than they can find people to fill, at all levels. These companies are now ready to go into the schools (high schools) to talk about electronic and mechanical careers. They are also willing to get into the classrooms.

My office has the commitment of the school superintendent to work with our organization to develop a program. I might point out that this kind of cooperation is taking place because of need, by both the school and industry. The real test is to get government support at the local level. They stand apart from the school system. My guess is that they are both elected bodies.

I still have a very strong desire to set up a Career Awareness Program at the K-8 level. This is very important to minority kids in low income communities who do not have role models or other forms of motivation to stimulate career choices. We are beginning at the high school level, but have secured the commitment of the superintendent of the affected school district to pursue.

I like the Portland model and plan to use many components locally, especially in the community role played by IPAR. The Coalition serves as a catalyst in the mid-peninsula community of the Bay Area (San Francisco) and is familiar with a collaborative approach.

Dorothy J. Boam, American Legion/Legion Auxiliary

IPAR is one of the main organizations pushing career education. They have done a fantastic job getting CETA involved, and the carpenter's union and others. If they involved other organizations they could have a fantastic setup. From those involved here, represented locally, they have really taken giant steps. Imagine what a few volunteers from clubs, etc., could do here! Also, Bill Moshofsky of Georgia Pacific is a terrific asset!

As stated, CETA, Chamber of Commerce, NAB, Boy Scouts, 4-H, Labor, Junior Achievement, Women's American ORT; but for work force alone, if they included for instance, Legion and Auxiliary, they would increase manpower. Or Lions, Elks, Shrine, Moose, BPW, etc. Why not? They all have their education and youth activities, and they have the hard part already started.

Our organization is youth related, and becoming more so all the time. We already do career education and have for years, but have not called it so. We do have a new program including our children and youth, recognizing career education as named. We hope to go far in this. Certainly, it may take talking and urging to get a local post and unit to participate, but if they start they finish. Also when our national organization gets the ball rolling, the departments are not too long in following. Locally in Wyoming, for as small and scattered as we are, we have some very good career education programs, especially in the small testing program schools. We need help from our national organization to push the local posts and units into action. National Legion is doing this, but it takes time.

Casper's high school builds new houses, sells them, and builds another. Unions volunteer help in this area. JCs, Rotary, Civitan, VFW, American Legion and Auxiliary, Elks, DAV, DAR, Shrine and many others help in their own way (locally, however). It will take many united efforts to push career education there, as I have seen them in the sites I've visited here. We have banks, business, unions, refineries, ranchers and numerous other parties willing to show, employ, allow field trips, etc. and with organizations we could have a great program. But certainly, to have a responsible leader is the hard part of uniting career education as such. Also, our teachers are skeptical; they all fight it because they seem to feel it will load them still further and they want no more responsibility. To convince them and get their cooperation will have to be the first step, I believe. In the smaller towns, we have excellent results; teachers, organizations and business do a great job in cooperating and are doing well. If our Legion and Auxiliary in Casper can get their efforts together, I'm sure we can at least give a big push to the already established career education setup we have there. Certainly, our resources from membership covers bums to presidents, and material available is unbelievable. We are trying, nationwide, to do it. We will, I'm sure.

Oregon has one thing going for them American Legion Auxiliary-wise. Our national president for 1978-79 will be Maxine Bigelow, from Medford, Oregon and if they could interest the Auxiliary and Legion, this would be the best time.

Note: I wish to thank you for the wonderful opportunity to have met and learned in Silver Spring, Maryland, Mesa, Arizona, and here in Portland. If I do not get back on this committee for ALA, which I doubt, it has been a privilege and honor to meet and know all of you. Thanks a million!

Ginny Kreamer/Nina Ziegler, Women's American ORT

The following items are examples of power in Portland:

- Combinatorial power of interagency and intergovernmental funding to provide services;
- Communication in order to provide services (B/L/I, mayor, Department of Education, etc.);
- Commitment to get career education services provided at all levels of potential that permeates and encourages cooperation of B/L/I/government, research and private organizations;
- In-service training and for training and teaching career education skills; and
- Resources and building on pilot projects and programs in other areas; the exchange and development of these resources.

The following are problems:

- The parent and B/L/I need to push for career education or funds for career education will dry up.
- Separation of education from B/L/I that needs community collaboration and interface.
- The organizations represented here could collaborate for greater impact, but their strength as independent units within a city represents a barrier to collaboration depending on the commitment of the local organization to the career education policy, the ability to get several groups together and the volunteer time required to break the communication and implementation barrier.
- Understanding the definition of career education and its implications for the need for community collaboration (which will eventually bring change to curriculum). Aside from the "academic" definition, we like: "Who am I? Where am I? Where do I want to go? How do I get there?" Everybody is entitled to that choice.
- In many places there is too much talk about career education and not enough doing. Problem solving was evident here in Portland in the process of program development.
- Repetition in presentation that the academic and vocational are part of career education; that academics is part of vocational skill courses; that vocational is part of academic courses. The organizations represented combine both these qualities, but being outside the school system they may not seem to be "academically" qualified even though Northwest Labs or from Boy Scouts. Credit for career education experience is a step in the right direction.
- Much career education is being done in the organizations represented here. Not enough of this experience based process is available to the school

youth because two CETA representatives sit on this career education panel representing the out-of-school youth that were unable to connect with any career education concept before leaving school.

These are the potentials:

- Women's American ORT can pull together community collaboration in local communities, provide volunteer services in existing programs, push for greater community understanding about career education and lobby for funding, question the use of funds in the local community and perform an IPAR function of scheduling speakers in a community where there are many of the implementation actions that Women's American ORT is doing now across the country. There is payoff for organizations in collaboration and for schools, but mostly for kids in making the connection between school and work.
- Resolutions support career education by each of the organizations represented committing the national groups to the philosophy and its membership to work for its implementation along with their own career education program in the schools. There is also voter clout.

Robert Ivry, CETA

I did not realize the number of organizations that are actively involved in career education programs. While I recognized that career education is an important component of CETA, LEA, NAB and Junior Achievement. I did not recognize the involvement of the 4-H, Rotary, ORT and BPW.

As Manager of Youth Services for the Baltimore Prime Sponsor for the last five years, I am quite familiar with many career education programs throughout the country, including Portland. We have a program quite similar to Portland's Emergency Home Repair program and we have two experience based career education models operating in Baltimore. The most useful part of yesterday's meeting was the presentation by IPAR. In Baltimore, several committees initiated by local private employers have been created to facilitate intervention between the local school system and Baltimore's business community. A number of programs have been created such as the Adopt-A-School program where local businesses adopt junior high schools and help promote career education activities in the school. However, we do not have a comparable organization to IPAR that serves as broker between local schools and local businesses. I would like to help establish an organization such as IPAR that could help schedule tours for local students and big employers into the classroom as part of a career education activity.

As previously described in question above, many collaborative career education programs that are operating in Portland are also operating in Baltimore.

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In Baltimore at the present time, approximately 20,000 youth are currently being served by programs sponsored by the Baltimore Prime Sponsor at a cost of approximately $50-million. Despite the variety of program designs that have been developed to meet a diverse mix of youth needs, there are many commonalities among the programs as they relate to career education. I would like to summarize these commonalities:

- All programs have a mix of services that include four components:
  1) Educational component;
  2) Work/training component for youth;
  3) Employability/development component; and
  4) Supportive services component.

  The programs are structured so that these components are not segregated, but integrated into a totally comprehensive program. Students generally are paid for the work/training component and receive academic credit for the educational, work and employability development component.
- All programs are part of a sequential development of services for youth designed to lead to an unsubsidized job. Thus, a youth who has dropped out of school and who cannot read at all can participate in several programs that are organized progressively with the final outcome being an unsubsidized job.
- The mix of programs available reflect the diverse mix of youth needs from functionally illiterate high school dropouts to high school graduates.

Career education is an important part of all programs as we attempt to interface the worlds of education and work. However, the emphasis in most programs is on work experience and exposure to a variety of careers rather than skill training for a specific career. It is my feeling that youth in secondary schools should explore a variety of career options and receive work experience to learn the demands of the work world (importance of dependability, following instructions, etc.). This will enable youth to make more sophisticated career choices when the time arrives. Most employers feel that at this age, work experience is more important than skill training. Employers feel that if they have an employee who has a proven record of reliability and following instructions, they will take the responsibility to train the youth. We are also careful to be realistic about job opportunities that are likely to be available in Baltimore so that false expectations are not created. Following is a quick summary of programs in Baltimore that have a career education emphasis:

Harbor City Learning Center

- In-school component; youth who are potential dropouts receive 10-15 hours of work experience. Youth who are in vocational training (carpentry, rehab students). Other youth receive work experience in human services careers and the arts.

- Out-of-school component; youth who have dropped out of school re-enroll in an alternative educational design, leading to a diploma or GED. Students spend alternating two-week cycles in school and work. They receive academic credit for school and work and are paid for work. Students are assigned to five occupational duties (health, business, community service, communications, environment) each identified as an area of potential labor market growth in Baltimore.
- HCL has an EBCE component that is used as an incentive to reward students with good attendance and performance in school and work. There is also a component designed for youth coming out of the correctional institutions to re-integrate them into society. HCL is administered by the Baltimore City Public Schools.

PREP

These are literacy training/career education programs for youth who have dropped out at and below the fifth grade level. Five programs are sponsored each by a different community organization.

VEP

Vocational Exploration Program in the private sector is designed to expose youth to a variety of career options in the private sector.

CCB Middle College

Students who have dropped out of school and receive about an 8th grade level can enroll in a CCB Middle College program that will focus on careers in oceanography and maritime technology. Students will be able to earn a GED and AA degree in two years.

Private Sector Activities

Under the Youth Incentive Entitlement program, it is possible to place youth in fully subsidized positions in the private sector. This is the first time that full subsidization has ever been permitted under CETA. Most private sector job placements are targeted to part of a transition program with the hope that most youth will get jobs with the private sector.

Vernal A. Jones, Rotary International

The IPAR program makes a great variety of resources available to teachers and provides services to the teachers so that utilization of the services is very easy. Although a major purpose of the project is to make the resources available to school personnel, it also serves to inform the business and industry representatives as to what is going on in the schools and the challenge that is faced in educating the youth.

Since the identification of community resources, storing the information and scheduling the utilization of the resources required a paid staff with support services, it is necessary for the IPAR program to have financial support. The financial support is generated by Portland business and industry firms and foundations and although meeting the budget is a continuing problem, it does serve to firmly establish the support of the various members since they have made a financial investment in the project. Although some teachers or groups of teachers might develop their own system for utilizing community resources, establishing a system such as IPAR has an advantage in that a complete survey of the community is made. Therefore, a variety of firms are identified, including the "non-visible" as well as those firms which would attract attention. Each has a story to tell and should be part of the community resources utilization process if it's to be complete.

It was reported that some resource persons need help in preparing for their

area so that the presenters' first experience will be more successful and, hopefully, will serve as a good base for future presentations. In the same way, teachers are given advice and training as to how to best utilize community resources. Since there is a great variety of resources available through IPAR, specific suggestions on proper utilization would seem to be very helpful.

Since the basis for membership has been established in selecting a person from each vocational field and because one of the "avenues for service" is vocational service, Rotary clubs should have a built-in reason for becoming involved with career education. Rotary clubs have designed and carried out various projects to meet the program goal.

The Portland Rotary has invited high school boys to attend Rotary meetings, have provided the guests with information about Rotary, and where an interest exists, the student guest has visited with a Rotarian about career possibilities in a particular field. The local Rotary has also made members aware of the need for summer employment ooportunities that will provide youth with work experience. An effort was also made to identify members of the medical profession who could provide advice and information to high school students, but thus far the project has not been successful. Additional efforts will be made in the future. It may not be possible for communities to launch an organization comparable to IPAR; therefore, Rotary members could volunteer to identify community resources. Considerable cooperative effort between the schools and business/industry community will be required. This cooperation can be achieved by an active Rotary vocational service committee.

All information presented, either by school personnel, IPAR personnel or representatives from business and industry seemed to continually point in the direction of total collaboration. Examples such as the collaborative effort between CETA, the city, the labor unions, contractors and the schools in developing the Emergency Home Repair program reinforced the impression that Portland has been able to make great progress in career education because of a high level of cooperation. As other communities begin to make plans for greater emphasis on career education, it would be advisable to consider which groups and/or agencies could contribute to the effort. Once the identification process has been completed, determination of how the groups can work together in a collaborative effort should be clearly established.

The cooperative effort demonstrated by CETA in designing programs to meet specific needs of youth is a good example of a community activity that will meet a career education need. The financial support provided by business/industrial firms is tangible evidence of the companies' interest in career education. The financial investment will ensure a continuing interest in the outcome and results of the financial investment.

Although local personnel have not been totally responsible for developing career education units for use in the various classrooms, it was reported they have been encouraged to utilize the materials developed by national teacher organizations, i.e., english, math, science, etc.

The Portland Rotary Club has sponsored a two-day summer camp for approximately forty young people to explain the free enterprise system. They believe the project has been successful. Although it is not directly related to careers, understanding how the free enterprise system supports careers is important.

Dorine Chancellor, The National Federation of Business and Professional Women's Clubs, Inc. (BPW)

While I do not represent education here, I am an educator who has studied career education and been involved in it. So I was already aware of concepts of career education. I learned:

- Ways that Portland is using community resources and developing them;
- Cooperating with business and education;
- Another source of well-developed materials;
- That a group such as IPAR is doing some orientation of both business people and teachers in how to conduct a field trip for the most gain;
- Use of CETA funds in a school district rather than in competition with it.

I regret that sites were not available for visit. This trip could have been much more productive when school was in session. Slides and tapes were good. But there is nothing as good as seeing the real thing and getting your hands on the materials and talking to students. That is what career education does for students. This very concept was not possible for us on this site.

The collaborative effort is successful as it causes business and education to work together rather than in competition and criticism of each other. When business gets acquainted with education, business realizes that there are problems not always easily solved. When educators get acquainted with business, educators realize that many business problems are not easily solved. When teachers and students get exposed to actual business and job situations, teachers are able to cite realistic, relevant examples for learning. And students begin to see a real need for gaining knowledge in various areas, such as math, grammar, etc. Collaboration and career education will serve as motivation for learning for many students.

Our members are working women. This is a requirement for membership. A number are now retired but they have worked at one time. These members could serve as resources. Speakers in classroom, on-the-job site guides, etc. Our members represent all fields of work. They are business owners and workers in all areas. Our members are interested in youth and the future. They are interested in education. They are taxpayers and interested in the use of dollars. If an area does not have a developed career education plan, our BPW foundation has a developed career awareness profit plan that can be used in developing a community plan. If a local club collaborate in the career education effort, more job exploration stations might become available through their interest and efforts.

If local clubs sponsored a NIKE club in the high school, career education could be the main thrust of the club. Our members could aid in the development of career education for people returning to or entering the job market for the first time at ages in the middle 20s, 30s, etc. There is a need for career development at these ages also, especially for many women.

My local counterpart was not present. To my knowledge, the local BPW club is not involved in the name of BPW in career education. I would not be surprised to learn that some members are involved as individuals due to their business/working affiliations.

John Keeler, Junior Achievement (JA)

Where there is money there is action. There are several interesting career education related activities in the Portland area. The various practitioners are well acquainted and in frequent contact; certainly the first step in obtaining any meaningful collaboration. This local relationship is much further along than in the Phoenix area.

Let me come at this from a different angle. What implications are there from these meetings for community organizations collaborating in career education? Almost none. Here sit Boy Scouts, UAW, NAB, American Legion Auxiliary, 4-H, BPW, National Urban Coalition, Rotary, ORT, JA, C of C and FFA. All nonpublic school related organizations who have been involved in providing youth with career insights. Our resources don't come from the public schools very often our arenas of activity are not in the public schools (and where they are, they are almost never structured by public school people, but rather by ourselves).

Given these conditions, I question what new insights and what novice approaches toward collaboration between nonpublic schools or community organizations can be stimulated by having us listen to what Mrs. Brown's X High School career education room is filled with. Most of us are not very interested in having our efforts, ideas and techniques, nor resources, usurped by the public schools, and prefer to continue operating and being responsible for our own career orientation programs.

Since the market is still enormous (i.e., number of uninvolved kids, volunteer community workers and support money), those of us outside public education could rather easily be convinced to increase collaboration among ourselves. In fact, I suspect this could be accomplished much more easily than trying to convince us we should draw especially near to those well-heeled (at least pre-Proposition 13) public education, career education types. With so much money in their hands, and so hungry for ideas, I frankly am not too excited about sharing my secrets of success. On the other hand, community organization types are adequately poor and overworked that they don't seem quite so much a threat to each other.

The most fruitful way to generate collaboration in this type of meeting (i.e., where the vast majority are nonpublic education types) may well be to not use any example of public education programs to stimulate our thinking, but rather some community organization programs. Then send all the Washingtonians and their guest educators out to the jacuzzi and let those of us remaining brainstorm on possible programs and potential collaborations.

We have problems to work out, but slow conversation over Portland oyster stew can move more than pits. Sample problem: Bill Moshofsky saying business only has so much energy and IPAR will use it up, thank you; Myopia and rubbish. He only needs a little sales ran-ran. Most of us in this room are already very accomplished tappers of community resources. We don't need long discussions on this. Also, the overall movement could well benefit from community organizations tapping the schools, rather than vice-versa. Very little was done to stimulate these possibilities.

MINI-CONFERENCE DISCUSSION

Dorothy: From my perception, the Legion and Legion Auxiliary has been interested in career education almost since the inception of the Legion. However, this interest has not been identified as career education until recently. The type of career education activities the Legion is involved in are "honor" programs such as Boy's State and Girl's State; Legion baseball programs for high school youth; oratory programs. The Legion intends to broaden its recent five-year effort to reach youth.

Hattie: The Stanford, California Coalition is especially interested in developing career education programs at the elementary level, especially emphasizing the needs of disadvantaged youth. Proposition "13" is being monitored by the coalition to determine its effect on minority youth.

Nina: ORT is an international program designed to provide vocational training for Jewish people. In an effort to foster successful career and vocational programs, ORT raises funds and provides technical assistance.

John: JA is currently involved in two programs: 1) the traditional senior high program which provides students with career experiences; and 2) "Project Business" career exploration activities for junior high students.

Bob: CETA programs are currently making $50-million dollars available to the Baltimore area. The schools and the manpower community are coming closer together because of the entitlement (Tier I) program which offers employment incentives as a means to encourage youth to return to school.

Ron: The Boy Scouts in the New York area are working with the Title VII of CETA. They are using Title VII funds to infuse career education into the curriculum at four area high schools.

Harold: Labor has and is actively involved in manpower training programs. This involvement relates clearly to the career education effort.

Paul: Oklahoma City NAB has been working closely with educators and business leaders to explore more closely the job (career) expectations they have for youth.

Walt: The membership of 4-H is comprised of the following: a) one-third live on farms; b) one-third live in rural nonfarm areas; c) one-third live in urban areas. 4-H, through an extension relationship with the states' land grant institutions, has been concerned with promoting career education for more than sixty years.

Jeffrey: FFA is a national youth organization which centers on developing vocational/agricultural programs. The high school student is the target for FFA programs; however, the organization is beginning to reach down to the junior high school.

John: It might not be in the JA's best interest to collaborate if a larger organization is simply collaborating for the purpose of stealing ideas.

Vern C: I'm impressed with the idea that Bill Moshofsky identified that mutual efforts are needed to make linkage of resources a possibility.

Vern J: The Rotary in Elmhurst, Illinois is working to provide business/ industry representatives and educators with information exchange opportunities. The Rotary is apparently attempting to link community and education resources.

Dorine: The Bureau of Professional Women is the largest organization of working women. The organization sponsors NIKE Clubs, Career Education fairs and a career advancement project (funded by Carnegie). BPW's concern for career opportunities for women extends beyond high school age youth to include the mature woman.

Ben: The Chamber of Commerce in Benton Harbor, Michigan is attempting to link job opportunities and individuals. This necessitates understanding training, etc.

The principle of "what's in it for me?" is what community collaboration is based on.

Dorothy: I am concerned that the Legion be more involved in the Portland area because its membership is composed of individuals from a wide range of socioeconomic status, and occupational backgrounds.

Hattie: The schools' role should be to stem the increase in youth unemployment. The Coalition in California addresses the unique problems of minority youth, such as single parent families, etc. The Coalition serves as a catalyst for the corporate community to have greater involvement in serving youth through programs such as Title VII of CETA (Private Sector Initiative).

Bob: I'm impressed by the variety of organizations involved in career education. I also feel that the IPAR brokerage concept supported a critical dimension of "program design at the local level to meet local needs." In Baltimore, the emphasis is on career exploration.

Russell: NAB experienced some difficulty with collaboration (commitment) from the community concerning their summer program. NAB, in general, has not been involved in the community and doesn't reach out until problems exist.

The moderator requested "one-word" responses from the participants relative to the concept of collaboration. The following are the responses:

- communication
- information
- cooperation
- listening
- trust
- working together

- need
- involvement
- commitment
- sitting as equals
- mutual respect
- unified action
- common concerns
- connections
- common goal
- payoff
- brokerage
- transfer of information/ideas
- collective bargaining
- negotiation
- sharing

Collaboration versus cooperation: Collaboration is building something from beginning to end. Can use greatest strength to work together and maintain individual integrity.

The following are the problems or constraints dealing with implementation of community based career education:

- Intermixing of funds is not beneficial; too many have the purse strings.
- Organizations ought to stick to performing functions in accordance with their goals and objectives.
- Distrust.
- Lack of security based on the transitory nature of programs.
- Either not planning well or being involved in constant planning.
- Insufficient mutual collaborative efforts.
- Lack of funding.
- Lack of time between program announcement and funding initiation.
- Lack of long-range planning.
- Lack of receptivity to career education on the part of teachers.
- Resistance to change.
- The same distance looking up is greater than the same distance looking down.
- Which comes first, the program or the funding?
- Lack of a common vocabulary; definitional problems.

- Lack of positive attitude.
- Lack of replication; too many "one-shot" efforts.
- Insufficient dissemination.
- Restrictive federal regulations. CETA targeting thrust makes is career education for a few rather than for all.
- Running the risk of false expectations because federal programs cannot solve all the ills.
- Lack of credibility.

PARTICIPANTS' RECOMMENDATIONS

The following are the recommendations submitted by the participants:

- Greater parent involvement.
- Need more youth group involvement. There appears to be sufficient business/school collaboration.
- Recommendation to parent organizations to establish top/down support for career education.
- Portland should reach out to the Legion by contacting posts or units. This would be a good year because the president of the auxiliary will be from Oregon. Need a Lift is a booklet which should be put in every school; it represents $9 million in scholarship funds.
- Continue outreach programs for the minority population.
- Need to involve labor as a full partner in the collaboration effort. Labor should be involved as a community resource.
- Career education infusion can result in youth being exposed to a small range of jobs.
- Schools should have greater emphasis on preventive measures.
- Youth should be included in advisory groups/committees.
- Local cooperative efforts are needed in order to implement CETA. CETA is here to stay.
- Continuance of the elimination of sex stereotyping in careers.
- DHEW & DOL need to have greater cooperation and must pass that on to the local level.
- The need to target more money toward the career needs of mature women.
- At the national level, greater dissemination of model programs is a requisite.
- Make an effort to eliminate the "program addicts", i.e., youth moving from one program to another without working.

The following are the recommendations submitted by the participants to the CBOs:

- Develop ways to meet on a continuing basis.
- Find key leaders in your organizations to support the career education efforts.
- Discover what programs exist in the schools in order to respond appropriately.
- Infuse resources (people, funds) into ongoing programs rather than create a new resource.
- Don't spend all your time attempting to define career education and thus avoid action.

Appendix

AGENDA

PORTLAND, OREGON
MINI-CONFERENCE ON COLLABORATION IN CAREER EDUCATION
(U.S. OFFICE OF EDUCATION)
JULY 10-11, 1978)

Monday, July 10, 1978

8:45	Registration - Coffee	Washington Room Sheraton Hotel
	General Overview and Orientation	
	Welcome	Bill Mermis, InterAmerica
	Introduction of local and state career education visitors	Marv Rasmussen, Director of Instructional Support-Career Education
	Introduction of Greater Portland Work-Education Council	Amo DeBernardis, Chairman and President, Portland Community College
	Presentation on state career education activities	State Department of Education Staff
	Review of Work-Education Consortium "Exemplary" Project	Larry McClure Northwest Regional Educational Laboratory
	Collaboration via IPAR	Bill Moshofsky, Vice President, Georgia Pacific Corporation

11:45 **Adjourn for Lunch**

Visiting team and local counterparts arrange for lunch together (if possible)

Presentations on Greater Portland Career Education Thrusts

1:30	How IPAR Links School and Community	IPAR Staff
2:00-2:30	The CETA/Portland Public Schools Connection	John Pendergrass, Coordinator, Youth Career Training, City of Portland Gary Tuck, Youth Employment Coordinator, Portland Public Schools
2:30-3:00	Emergency Home Repair Program as an Example of Interagency Collaboration	
3:00	Break	
3:30-4:00	Career Education as a System-Wide Approach	Kathy Williams, Portland Public Schools
4:00-4:30	Experience-Based Career Education as an Indepth Use of Community Resources	
5:00-6:30	Reception/cash bar for visiting team members and local counterparts	

Tuesday, July 11, 1978

9:00 Visiting team members work on individual reports based on first day activities

Part I - What Did I Learn?

Part II - Implications for the Concept of Collaboration

12:00 Group lunch for visiting team members, local counterparts, Greater Portland Work-Education Council representatives and guests

Washington Room
Sheraton Hotel

1:45 I. Collaboration: Past/Present/Future

- A. Local level
- B. State Level
- C. National level

II. Where To From Here?

- A. Specific local examples
- B. Identify any generalization of collaboration

III. Summary and Conclusions

4:00 IV. Adjournment

PORTLAND, OREGON

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On-site Counterparts and Guests (continued)

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Larry McClure
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Cathy Williams

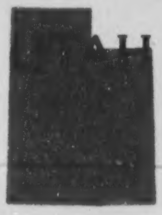
James O. Manley

Toni Star

ON·SITE MINI·CONFERENCE

SALT LAKE CITY
SCHOOL DISTRICT

Salt Lake City



JULY 13·14 1978

ON-SITE MINI-CONFERENCE IN COMMUNITY COLLABORATION

EXEMPLARY PROGRAM: Salt Lake City School District
Salt Lake City, Utah
Joseph W. Richards, Site Visit Coordinator

PROGRAM PRESENTATION

A Summary of the Career Education Program in the Salt Lake City School District

The schools in the Salt Lake City School District are organized into twenty-seven elementary schools, six intermediate schools grades seven and eight, and five high schools grades nine through twelve. There is a Community Adult School and the Columbus School for the handicapped, sheltered workshop.

In the elementary schools the teachers infuse career education into all classes. The emphasis is to make the children aware of the world of work and to help them appreciate the dignity of all honest employment.

Teachers are given in-service education to motivate them for teaching career education. The services of Business-Industry-Community-Education Partnership (BICEP), bringing people in the community into classrooms and taking the children on field trips, stimulate interest. The new textbooks include appropriate subject materials that relate the curriculum to the world of work. Each elementary school has one teacher identified to collaborate the in-school and community resources.

Each intermediate school has a staff person identified, who has scheduled time to collaborate the in-school and community resources. The career education started in the elementary schools is continued. Career clusters are identified for the students, and they are motivated to learn about five or six of the clusters that are of interest to them. See a list of the most common career clusters studied.

Each student with a parent and a professional person of the school identifies a career goal. The process is updated annually until high school graduation. The BICEP people are used extensively as are career fairs. When students enter high school they are aware of the importance of career planning.

Each high school has a career center that is staffed with a school-community coordinator, a career counselor and a secretary. There are three other counselors in each high school and teacher advisors. The involvement of BICEP and other community groups is expanded.

The study of career clusters and the annual updating of the students' career choices are continued. Students determine their interests and aptitudes and start to narrow their career education to one or two clusters. They complete one of the three options listed in the graduation requirements. More than seventy-five percent of the students will have had some work experiences with paid employment before graduating.

When students graduate from high school they will have some job entry skills and/or will know the next steps that will be necessary when they enter the world of paid employment.

The Goal

A primary goal of the Vocational and Career Education Program is to provide each prospective high school graduate the opportunity to acquire the necessary job entry skills to enter the world of paid employment or the opportunity to develop a well-defined plan of obtainable educational goals.

Each individual who graduates will have either job entry skills or a plan for further education or both.

The following career clusters are frequently requested by students:

- health careers
- environmental careers
- manufacturing careers
- communication and media careers
- construction careers
- marketing and distribution careers
- teaching and related careers
- transportation and related careers
- agriculture and natural resources careers
- marine science careers
- public service careers
- hospitality and recreation careers
- fine arts and humanities careers
- consumer and homemaking careers
- business and office careers

In the state of Utah, 60 percent of the population lives in the county of Salt Lake. Through "Project Cooperation" and BICEP, the youth in the area are exposed to career resources within the community.

The Utah National Guard has an excellent career education program which primarily focuses on career guidance and vocational training.

Project BICEP

Business-Industry-Community-Education Partnership - the project was initiated about three years ago to assist youth in exploring career options. This project was presented to four school districts in the valley, 926 firms (corporations) have committed funds or resources to the project.

BICEP serves as a linkage or clearinghouse with educators to provide the following resources for youth:

- classroom speakers;
- field trips (tours);
- small group discussions;
- shadowing; and
- internships.

Last year BICEP arranged a little better than 2,600 programs for 56,000+ students (130,000 students in the county) grade level K-12. Youths should arrive at careers by choice rather than by chance and this is the slogan of BICEP.

BICEP is established as a non profit corporation with a 26-member advisory board. The project is funded 50 percent by USOE and 50 percent by the participating school districts. At this point, participating businesses are not funding the project directly but feel they are contributing "in kind" support by making their personnel available, etc.

BICEP resources are only available to the public schools--yes and no--because BICEP does work with other community organizations such as 4-H, JA, etc., by agreeing to link them with the schools. However, as a resource provider BICEP serves the needs of the public schools (the priority for service goes to the schools; this does not preclude the involvement of community organizations).

BICEP's total operating budget is $48,000 and the staff is equal to an equivalent of four full-time individuals. Gregg (BSA) mentioned that the merit badge programs are really a career exploration activity. Through an extensive computer programming approach the Explorers in Portland can link career and leisure choices for young adults (14-20) with appropriate resources. This involves 80 different career subject areas. There are two types of exploring posts: (1) General Interest Exploring Programs; and (2) Career Interest (Exploration).

PARTICIPANT'S SELF-REPORT

Roger D. Hamilton, Future Farmers of America (FFA)

What implications do I see regarding my organization for a community based collaboration in career education?

My awareness of what other organizations are doing in careers has really given me a new vision for career collaboration at Garden City, Kansas. I am ready to make a community assessment in the Garden City area. My next step after awareness and assessment is the implementation of a plan which will utilize these other organizations in our career program at the Garden City Community College. This first off will require a lot of effort in public relations. I am willing to exert this effort. It will take much time and new zeal each school year with the faculty and the organizations in Garden City. Every effort will be expended to foster a good relationship between these community organizations and the college.

How might my organization relate to a career education program such as Salt Lake City?

Since I represent a sector of postsecondary education, we have the trouble of thinking that we are the only ones doing career education. This is not true. There are many other organizations involved. We must keep communication doors open between the community college and these community organizations. We must be willing to use the resources--materials and personnel--that these community organizations have available for the college. This concerted effort will make education and our participants career oriented.

Earl Nichols, Chamber of Commerce

Below are a few ideas and projects in which our Chamber has become involved to not only accelerate but help increase the "diffusion" and "infusion" of these new concepts for career education for a larger number of students:

- Contact and serve as liaison between the Oklahoma State Chamber of Commerce and the American Chamber of Commerce Executives in these programs.
- Inventory business, civic and professional groups and provide them speakers for special education forums and workshops.
- Promote "Business/Education Days" and "Teacher of the Year" award programs where educators and teachers are guests of local businessmen, manufacturers, hospitals and service firms to encourage them to learn more about current employment needs of industry.

- Involve more Chamber of Commerce members in working directly with local school boards, administrators and teachers to upgrade, enrich and/or modify courses to encourage career education.
- Cooperate with organized neighborhood groups and parent/teacher organizations to develop practical, realistic training programs for students.
- Work with various facets of education at all levels, local, state and national, to encourage adoption of career education concepts for public schools; support, if necessary, new facilities for these programs.
- Accelerate publicity to show commitment of the chamber members to the total education experience for all students K through 12, and continuing through life.
- Work closely with local business and industry to project future employment and hiring needs and skills that may be required of new employees.
- Help remove people from unemployment by collaborating with state employment agencies and welfare departments to secure their input into developing programs.
- Heavier emphasis on career education, career guidance institutes and related programs to focus attention on community needs to better prepare students for the real "world of work."

In addition to these ideas you should know that we have been deeply involved in the career education concept for several years. Since we were one of the first areas to have "forced" busing you can appreciate the tremendous effort that has gone into making these projects effective and also gradually work toward better improved communications, improved student/teacher relationships and more qualified graduates. These should be self-explanatory.

Gabrielle Parkinson, CETA

My involvement with the mini-conference has been very fruitful, stimulating some exciting ideas that I think are very applicable to Humboldt County, located in Northern California. I see two major areas where collaboration with community-based organizations is a realistic goal definitely worth achieving.

One area is working more closely with CETA and maximizing the utilization of their resources and manpower, coordinating not only with our efforts, but also with other community efforts. I have written a Title I Project that does just this, called, "A Linkage Delivery System for Effective Employment Training." This proposal links CETA/Industry/Education in providing effective employment training. The mini-program proposal is included as part of the linkage system.

The second area I hope to develop this year is developing a working relationship with some community based organizations who offer career education for youth; such as Boy Scouts, Girl Scouts, Junior Achievement, etc. They are an untapped resource here in Humboldt County.

Last year, we held our first county-wide Career Expo '78, a career education fair, which was a great success. My objective this year is to get all the community based organizations involved and perhaps even coordinate their sponsorship of the Career Expo '79.

I'm excited about the coming year and all the possibilities for doing some real collaboration in career education with a multitude of community based organizations.

The BICEP Program in Salt Lake City provides a service that we eventually would like to provide ourselves here in Humboldt County. There is so much that is not being done locally, that could be developed, and that's the challenge!

Thank you for all your assistance. It has been a pleasure working with you, and I certainly have benefitted from the involvement with the mini-conference on career education.

Lucille Brotman, Women's American ORT

What implications do you see regarding your organization for community based collaboration?

Discussions at the Salt Lake City meeting revealed ORT's very real role as a catalyst; looking at the overall goals and presenting the viewpoint of community, parents and students that are not necessarily perceived by those who operate under the constraints of programs, funding and governmental regulations. The corollary to this is the fact that, as an organization and as individuals representing the organization, we will be forced to prove our worth to groups who have difficulty seeing the worth of anything other than contributions of funds or programs.

How might your organization relate to a career education program such as Salt Lake City and/or your own community?

Our role in Salt Lake City can be developed on several levels:

- The most acceptable role (which was implemented at the conclusion of the conference) is that of volunteers handling publicity, meeting notices and other related activities;
- Representation on the Board of Trustees of BICEP, as a neutral with no vested interest in programs or money; or indeed, to anyone or anything but the good of the community; and

- A future role on the elementary level where career education is now "less than satisfactory", and is the option of each school principal.

Our role in my own community: This role is much less clear cut since my district covers larger urban areas with established programs that are less open to community input. Many chapters are already giving volunteer service to individual schools, and many members are serving on local advisory committees (usually early childhood education) which include career education as part of the total process.

Other activities and roles could be in the areas of publicity, "directories" of available services and programs, and initiating panel discussions involving all segments of the community.

Gregory Holt, Boy Scouts of America

If there were any one thing I would point to as being a "key message" given by many of the organizations as the Salt Lake mini-conference it is this: the schools' career education program needs the support of community-based organizations, but these organizations do not necessarily need the support of the schools!

This "message" is saying in effect that school administrators must seek out and cultivate community based organizations which are operating programs or have resources available to support the schools' career education program. Schools must be flexible enough to allow the incorporation of these community based programs into their overall career education program without expecting these organizations to "change" their program to fit some predetermined mold the schools have developed.

As far as the Boy Scouts of America is concerned, we are in an excellent position to support the career education program in any community through all three of our programs: (1) Cub Scouting for boys 8-10; (2) Boy Scouting for boys 11-14; and (3) Exploring for young men and women aged 15-20. All three of these programs offer young people the opportunity to explore a wide variety of career and leisure interest areas.

(Note: A BSA publication relating to career education aspects of Exploring was distributed.)

Richard Mackay, CETA

In the Administration's proposed CETA rewrite for FY 79 and in both the House and Senate versions of the rewrite there is a new Title (VII) to CETA describing a Private Sector Initiative Program (PSIP).

PSIP is an attempt to more fully involve business, industry and labor in the design and operation of CETA programs. PSIP will first create a Private Industry Council (PIC). The PIC will consist of local business, labor and industry representatives who will have staff and a specific program of their design. The PIC will also advise the CETA prime sponsor on all its CETA programs.

The Administration and Congress are expecting the PIC to take an increasing role in directing all CETA programs toward strong private sector ties.

At this point in time, 34 planning grants in 34 local areas are just beginning to be implemented by September 30 prior to full implementation by January 1, 1979. DOL is not dictating PIC structure or specific role and function nor PSIP's specific programs or service. They are letting each PIC design and implement their own PSIP and then to be involved in the other CETA programs.

The PIC can have multiple functions at the prime sponsors' discretion. Local career education efforts would greatly utilize the mandated PIC by explaining career education and infusing the career education principles into the PIC recommendations on its own program, PSIP and the comments it would provide the prime sponsor on YEDPA programs.

If a local education/business council does not exist in a local area, the PIC could serve this purpose for the benefit of the schools, manpower programs and other CBO's.

I would highly recommend that all conference participants be made aware of this upcoming activity of their local prime sponsor and attempt to impact the formation to include educational agencies and CBO's interested in career education and to impact the definition of the PIC's role and function to include basic career education activities and concepts. I believe this is a golden opportunity for those communities who have had trouble involving business/industry in a formal way in their collaboration efforts.

MINI-CONFERENCE DISCUSSION

Richard: Schools and CBOs must understand CETA limitations to enhance better relationships between the schools and manpower programs. Prime sponsors are very much in need of unique ideas.

Margaret: "Utah Woman Power" is a resource file which is used to select speakers for classroom settings, etc. This program started as a national "Talent Bank" effort. Talent Bank was primarily an employment service for professional women.

Art: 4-H feels that because of the less formal nature of its organization it is difficult to work with the schools. Consequently, while 4-H has shared information with BICEP, it has not developed a formal linkage. Schools are less flexible than 4-H would prefer because of scheduling requirements and program inflexibility. Just five years ago, 4-H had introduced an urban program in Utah and therefore introduction of 4-H into urban schools is new.

Lucille L: I noted the positive attitudes of students and staff at the Clearfield Job Corps Center. Corps members had very positive attitudes and good self-concepts.

Lila: I am impressed with the fact that the corps members volunteer to participate in the Job Corps program. I am struck with the fact that the activities for the participating youth are highly structured. Peer pressure was very successful in developing self-discipline. Youth are expected to:

- achieve high school graduation or a GED;
- have a vocational skill; and
- improve their attitudes toward work; improve self-awareness and self-concept.

Lucille L: Job Corps (Clearfield Job Corps, 25 miles out of Salt Lake City) neat, positive attitudes, peer pressure.

Lila: Participants enroll themselves in Job Corps for 6-9 months; success rate is 93-97. Highly structured and expected by operators to succeed. Must complete GED and participate in vocational training. Change of environment important to treatment; return to original community and placement assistance offered. Local: Women in Community Service (WICS) and JACS for men. Employment Service: UAW sponsors auto repair project.

Gregg: Portland Career Exploration surveys students in high schools and provides information to school counselors on first, second and third choice of careers and other demographics are also displayed by occupation to determine total, and give directions to Explorers on programs to provide. Posts are then organized around a sponsor who is involved in career education and the sponsor then determines the program, usually for the duration of one year. Explorers use career cluster concept so as to include specific careers within a program. For example, the medicine post at a hospital will introduce youth to various careers within health science. A survey in Denver showed that many youth used career exploration to eliminate preliminary career choices. The youth also learn whether a job choice is available to them in their locale. Some students must make the choice of either moving or altering their career choice.

Rev. Davis: In Salt Lake City and Utah, scouting is associated closely with LDS church which limits participation for non-LDS members. Has found that work experience coordinators in each school compete over positions and entry into specific business. Holt says that Exploring and other groups can solve problem because they emphasize night time projects while business is shut down. Utilizing business when closed with volunteer participation of business. Access of community through Explorers Advisory Board and "sales team." In Portland, they have been able to negotiate with schools to allow academic credit for participation by youth.

Lucille B: I found local ORT was unsuccessful in approaching BICEP. Determined that local ORT must learn more about schools and other programs, and must integrate themselves into these programs and publicize and offer their own services. ORT offers grass roots approach; preferable to programs imposed from the top. Community input can affect direction of career education by providing a reality base for determining needs. Two questions raised: elementary level career education?; can BICEP work with ORT?; and will BICEP need to be funded by community?

Joe R: Teachers intorduce awareness of the world of work, unorganized at elementary level but more highly organized at junior and senior levels. State board has included graduation requirement of determining with parent, career goal of 7th graders. This will be updated, efined, etc., until graduation. The goal is to have the student, when he graduates, know what next step in the career path would be.

Don W: We hope to have continued funding from local schools but will apply to foundations and large local corporations for additional funding. State will not continue funding. Other sources are needed to maintain and/or expand BICEP; eventually a half school, half private/community funding.

Roger: I ask whether any of us are in jobs we expected to be in when leaving high school or college. No one is. We must be prepared to change, to be flexible; we shouldn't expect high schoolers to have made their choice. New opportunities will make people change. Only 17 percent of graduating students finish one year of college, therefore, we must address ourselves through career education to the other 83 percent. Nick Coppin agrees that youth must be taught labor market survival; how to use the labor market to their advantage. I emphasize that 90 percent of those who lose their jobs, lose it because of lack of human relations skills, not technical skills. These adaptive skills must be taught in schools as preparation.

The participants arrived at the following list of words relative to the concept of collaboration:

- mutual benefits
- coordination
- involvement
- flexible
- relevance
- collaboration
- accountability
- cooperation
- sharing responsibilities
- common goals
- linkage
- community
- responsibility
- maximum utilization of resources

Also, the definitions of collaboration are as follows:

- togetherness
- sharing buzz words
- mutual benefits
- coming together under common goal

The participants agreed on the following local constraints relative to collaboration:

- Lack of public awareness
- Lack of funding
- Lack of single coordinator and information dissemination source
- Lack of interest in career education
- Lack of knowledge of CBOs involved in career education
- Lack of input point, entry point for external resources
- Who owns career education
- Conflict of interests, e.g., service clubs, Lions can't be Rotarians
- Lack of definition of responsibility and accountability or structure
- Teachers not trained; no institution to train
- Lack of cooperation among local jurisdictions
- Teachers lack knowledge of real world training institutions; don't keep up
- Federal program guidelines are in conflict and people don't understand rules
- Insufficient participation by community in planning
- Lack of target goals
- Adult, youth perceptions of career differ
- Lack of information bank
- Territoriality

PARTICIPANTS' RECOMMENDATIONS

The following were general recommendations from the participants to Salt Lake City:

- Advertise
- Agreement on role and function
- Continue local conferences, contact
- Pursue and develop in-service training
- Student-parent involvement in discussions of career education
- Standardization of documentation of off-campus learning
- Have working advisory committees
- CBOs must inform their members

THEME: It's a process - not an event

- Open lines of communication between groups
- Schools continue infusion of career education into curriculum
- Sell concept of career education to total community; whole community must address problem of poor student preparation
- Emphasize cooperation, not adversity

Earl Nichols: We must find common ground among groups so that collaboration can go on. Local Chamber of Commerce sponsors Job Fair and wishes to work with other groups to help finance efforts.

We must involve, both as resource and consumer, the following:

- AARP (American Association of Retired Persons);
- NRTA (National Retired Teachers' Association); and
- NAMP (National Association of Matured People).

Gerald Irvine: There is a lack of interest by citizens in young people who are encountering problems. People who do not participate - don't understand the importance.

The following are also recommendations to the schools:

- Career education explore linkage with career education coordinator on state PTA board
- Develop coping skills, e.g., work habits employer/employee relationships

- Do community assessment before undertaking effort
- CETA prime sponsors should go under YETP knowledge development

The following are recommendations to CBOs:

- Any groups interested in entering schools should utilize BICEP; BICEP issues quarterly newsletter; BICEP can be a broker.
- Organizations should take initiative to contact schools about idea, resources; don't assume schools will go to CBOs.

The participants submitted the following for "next step" recommendations:

- Have local career education conference
- Visitors contact local counterpart to participate
- Visitors find out what other groups are in their area
- Advertise meeting (and mini-conference); encourage one another to continue or start efforts
- Work with local CETA and others to link resources for career education effort
- Work with counterparts in other areas one may visit
- Make recommendations to be involved to other parts of one's own organization
- Contact mini-conference participants of upcoming conferences on education and free enterprise.

Appendix

AGENDA

This site used the Tentative Agenda furnished by InterAmerica Research Associates, as shown in the Executive Summary.

SALT LAKE CITY, UTAH

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Gretta S. Baur
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Nick Coppin
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Women's American ORT

F. Gerald Irvine
Lion's Club

Lynn Jensen
Utah State Board of Education

Don Wright
BICEP

Arlene Jones
BICEP

Ken Larsen
Salt Lake School Volunteer

Joe Scherer
U.S. Office of Education

Reverend France A. Davis
Calvary Baptist Church

Teresa Taylor
BICEP

Maxine Turner

ON·SITE MINI·CONFERENCE

MID·MICHIGAN
COMMUNITY ACTION
COUNCIL

Alma
MICHIGAN

JULY 17·18 1978

ON-SITE MINI-CONFERENCE IN COMMUNITY COLLABORATION

EXEMPLARY PROGRAM: Mid-Michigan Community Action Council (MMCAC)
Alma, Michigan
Donald C. Schurr, Site Visit Coordinator

PROGRAM PRESENTATION

Collaboration at the K-12 level as experienced by the Mid-Michigan Community Action Council in Gratiot County, Michigan, is seen as a multi-faceted process. The MMCAC serves as an originator, a facilitator and an implementer of career and economic education by functioning as a liaison between four major groups:

(1) Government (primarily on a county and local level);

(2) Business and industry located within the county;

(3) Labor organizations in the county; and

(4) Education (again mostly dealing on a county level with six school districts).

There is currently within Gratiot County no other established mechanism in the four areas mentioned set to work with career education as a multi-faceted collaborative effort. Therefore, the MMCAC has assumed as its role the bringing together of these four areas to bridge the gap between the world of work and of school for students K-12 level. Collaboration as defined by the MMCAC must be an active process, as evidenced by very visible, tangible programs and not just passive dialogue or pure policy formulation. Second, it must involve a genuine partnership of business, etc., not the traditional pattern of school dominance. This leads to a greater sense of nonschool accountability and more genuine community involvement.

To accomplish this kind of collaboration the MMCAC takes an active role in not only origination of career education projects but in day-to-day implementation. Resource sharing--in large part the sharing of volunteer time among school districts--is one important aspect of community collaboration. There is a corresponding need for shared responsibility within the nonschool community. The board has stressed the importance of being able to demonstrate tangible, "show-me" results of career education projects and ideas. Therefore, a critical evaluation system is necessary to study the results of the program(s). Ritual programmatic functions involving representatives of all segments of the community and the students serve two purposes:

(1) Heighten the sense of community, that all are working toward a common goal; and

(2) Also, help expose what is being done on a broad basis and keeps volunteers from thinking that their participation is an isolated incident.

At the heart of the collaboration among any group is money. Thus, the MMCAC draws on all sectors of the community for a balanced formula: using the principle of one-third from business, one-third from education, and one-third from government as the main budget guideline. The one-third from schools represents a 50 cent per student assessment for each of the six county districts. The one-third from government has been pledged by the county commission and the final one-third is raised by business, industry and individual donations. Thus, all segments of the community have a share in the funding mechanism and no one element of the community can claim to dominate either financially or programmatically.

The Mid-Michigan Community Action Council further advances collaboration by helping to establish new programs where needs are identified and concerns are voiced. This ranges from efforts to stimulate countywide economic expansion in general to specific employment programs for youth. Collaboration as practiced by the MMCAC is the process of acting to promote dialogue from all sectors of the community and to facilitate action to create benefits to students K-12 and the local economy. The end goal is to bridge the gap between school and work in such a way as to encourage similar patterns of collaboration elsewhere in the community; with the conviction that cooperation on one level breeds more cooperation and interaction (collaboration, if you will) throughout the community on various levels.

In 1977-1978, the MMCAC was chosen as one of the 21 councils in the United States to serve on a national consortium of such "partnership" work-education councils.

Whether you are talking about helping young people find their places in the working world or about helping encourage the economic growth of your area, working together does pay off!

This has been and continues to be the goal of the Mid-Michigan Community Action Council:

- To help young people make more informed career decisions and help schools implement career education;
- To promote understanding of the free enterprise system;
- To increase school/community understanding; and
- To help promote full employment in the Gratiot County area.

The following MMCAC programs are designed to meet community needs:

- Career Education
  - Dial-A-Speaker. Resource service for teachers and counselors, kindergarten through grade 12. Media development--including videotapes--as needed.
  - Job Fair. World of Work in the county, program for grades K-8. Includes slide shows, games and mobile Job Fair bus with displays.
  - 9th Grade Job Information Day Tours. Group on-site career exploration.
  - 10th and 11th Grade Rotary/MMCAC Career Exchange Days. One-on-one on-the-job career exploration.
- Economic Education
  - In-School Industry Program, grades K-8. Gives students first-hand experience in running their own classroom business.
  - MMCAC/Chamber of Commerce Business School Dialogue Workshops, grades 11-12. Full-day program with business leaders to discuss profits, government regulations and local economic issues.
- School-Community Programs

  Share-A-Work-Day Exchange. To give teachers, counselors and administrators work experience in the community at jobs leading to professional growth and community understanding.
- Full Employment and Economic Growth

  The MMCAC has helped with grant writing and other materials development for Gratiot economic groups and local governmental agencies . . . such as a slide-sound show on the working life of the county for use in promoting the Gratiot area.

PARTICIPANT'S SELF-REPORT

Lee P. Gary, Jr., Chamber of Commerce

My discussions with the Director of the Alma Chamber of Commerce, my counterpart, revealed a superb level of resourcefulness, personalization and genuineness for the MMCAC Career Education Program. The scope and nature of the Alma activities reflect careful research, planning and development on a community-wide basis. The Alma approach, as I see it, is not inhibited by administrative or structural styles, and directs its attention to the full benefit of the student, viewed as the one resource of the community.

The Alma Career Education Program is a well developed, field tested example of school/private sector cooperation, all for the benefit of the student. It confirms that with limited funds, a concerned citizenry and community leadership, a career education program can be designed and implemented to guide students in ascertaining their future employment options.

The Chamber/New Orleans can, as I see it, benefit from a more careful analysis of the role played by the Alma Chamber in the creation of the MMCAC. Private sector leadership is an invaluable partner for strengthening public education, and the Alma business community appears to have found the key ingredients. The Business Task Force on Education in New Orleans, founded by 30 chief executives, is working with the New Orleans Chamber to upgrade elementary and secondary education. My tour of Alma, participation in the career education visitation, and many conversations with community leaders have individually and collectively confirmed that the private sector cannot avoid, and must assume, an active leadership role in educational advancement. A career education program is an excellent option for becoming and remaining involved with both teachers and students.

Nina Anderson, The National Federation of Business and Professional Women's Clubs, Inc. (BPW)

I learned of activities, identities of BPW as reported by the visiting BPW members from Florida and Kansas; their career advancement activities and practices as compared to my local BPW. I also learned of many activities of other organizations.

As individual members we are involved with council participation in all the areas of education and employment.

My organization could relate to a local program by elevating the standards for men and women in business and in the professions; bringing about a spirit of cooperation among business and professional men and women; extending opportunities to business and professional men and women through education along the lines of industrial, scientific and vocational activities.

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Alma BPW provides a scholarship each year to a high school junior to participate at Wolverine Girls' State (Michigan) where they gain a meaningful experience in the political process. We also provide a four-year scholarship to Alma College every four years. We provide special books for local libraries. Books have been provided for needy children. We have several members who have been elected and appointed to policy making posts, and who share their experiences with other organizations. We participate in many local projects.

Note: The Alma BPW was organized in 1946 and at present we have about 80 members from a cross-section of our county. I am a charter member and a past president. Our club is nonsectarian, nonpartisan, and nonprofit. We have contributed well over $100,000 to our community since our organization began. We collaborate with other organizations in the community.

Anita Stuever, Future Farmers of America (FFA)

The FFA is a unique organization in that it is intra-curricular, an integral part of the high school vocational agriculture and natural resources program. FFA goes hand-in-hand with classroom instruction. A third vital component of a vocational agriculture program is the individual students' supervised occupational experience programs (SOEP), giving the students "hands-on" experience to broaden classroom instruction. The organization (FFA) cannot be separated from the classroom instruction and the SOEP components. The FFA's three-fold program has been providing students with "career education" for 50 years; only recently has it been recognized as such. Our organization is very strong in educating students for their occupational roles, since it is a vocational program, but it also educates students in their citizenship, avocational and family roles through many varied activities. I think we need to do a better job educating students in their family roles.

I learned at the Alma conference that there is a definite concern from all sectors for career education. I learned from my counterpart that career orientation incentive awards are available for teachers through the Sperry New Holland Corporation. The vocational agriculture/FFA teacher can help guide young or adult farmers through career development through local young or adult farmer classes and activities. FFA Alumni members can help in our career education efforts by acting as role models and resource persons. My counterpart also gave me many valuable ideas, such as using a van or bus as a mobile office for the vocational agriculture/FFA teacher.

It is obvious that here in Gratiot County, and probably elsewhere, many people are available and willing to help with our career education efforts. They need only be asked.

Our organization could relate to the local program of the MMCAC by taking advantage of the services it offers. As a teacher I can encourage other teachers to do the same.

Some local examples of collaborative activity are the use of the vocational agriculture/FFA Advisory Committee to make recommendations to the teacher, the close association of vocational agriculture teachers in idea-sharing activities, and the cooperation of many Michigan agriculture related organizations in providing programs and incentive awards for career development and other FFA activities. The FFA also works with local community organizations in the Building Our American Communities program to make the community a better place to live and work. Local resource persons are used to speak in classes and to help train students for contests that teach job skills, human relations skills and leadership.

Vernal A. Jones, Rotary International

I learned that although the organizational basis for Rotary is based on selecting a representative from each vocation and this would serve as a base for every Rotarian to contribute to a vocational information program, a successful program such as the one developed by MMCAC is often the result of one of the member's extra effort. Identification of that productive person is a key to getting collaboration between the various community organizations.

I learned that the local Rotary has published a membership directory with information about each member's business or profession. This directory has been distributed and made available to high school students with the hope that students will determine which Rotarian could be helpful by providing career information, assistance and advice. The directory will be updated this year to provide the students with the latest information. Unfortunately, the students have not made extensive use of the directory.

The MMCAC has developed a resource file of approximately 600 persons who will assist the schools and students with various career topics and activities. It is excellent, but I have questions as to how extensively it is used by teachers and students.

The resource file developed by MMCAC is readily available to teachers for incorporating career activities into their teaching. Assistance for securing the activities (i.e., classroom speakers, field trips, etc.) is also available. However, it is necessary for school administrators and MMCAC personnel to stress the use of resources. If this is not done, the typical teacher will not utilize the community resources.

MMCAC has a free enterprise project that is attempting to provide teachers and students with the values of the American free enterprise system. Since some citizens fail to realize the advantages of this system, it should be beneficial to the students to obtain information by means of the free enterprise project.

Implications for collaboration in developing community-based career education are the following:

- Although collaboration between the community organizations is the ultimate goal, the first and most important step is to assure collaboration between key individuals. These leaders must be convinced of the value of the project if it is to succeed;
- Local Rotary Clubs, as is probably true of other community organizations, are interested in developing and promoting their own particular project rather than joining a larger community group. Hopefully, the individual projects can be coordinated and integrated to make them useful to the total community effort. The coordinating agency must be aware of the individual organization's separate efforts and utilize these efforts in reaching the common goal;
- The resource file has been developed by the paid MMCAC employees. I believe they should develop a system for volunteers to update the file so that in the event of reduced funding the file will not become obsolete. Projects may function very well with paid personnel, but communities need to develop a plan that will continue to function; and
- Teachers often fall back on the easiest method of teaching, lecturing to students, unless they are urged and inspired to utilize a variety of teaching techniques. Therefore, promotion of the use of the MMCAC resource file is an important factor. Otherwise the file will not be utilized extensively.

In relating to a particular program in our community we should urge all Rotarians to make themselves available to all teachers and students. Their talents can be utilized for informing students about their particular career. Rotary could be instrumental in the financial support of an organization such as MMCAC by direct contributions or by urging members to contribute. Rotarians have many contacts with other business/industry/professional/labor representatives who could be solicited for career education projects. They can carry the message to the many and various vocational areas that would not ordinarily be contacted. Since Rotary Clubs are organized in neighboring communities, career education resources need not be limited to the local area. The local Rotary could contact the clubs in neighboring communities and urge those members to make contributions to career education projects.

Individual Rotary members have served on MMCAC boards and by individual leadership have encouraged the local club to help with career education. The shared financial support of MMCAC is not only an example of collaboration, but an example of a service effort to make real resources available for promotion of the career education project. If money is invested, organizations will have a continuing interest in the results of their investment.

Rotary members, as participants in career day activities, have served as hosts for students on visits to business/industrial sites. Individual students may also visit a business or industry upon request. Although it was not mentioned as a local project, Rotary clubs often invite high school students to attend the Rotary meeting and visit with business/professional/industry representatives about the career possibilities.

Barnie Shuhi, The National Federation of Business and Professional Women's Clubs, Inc. (BPW)

The organization of a Community Action Council indicated development because people "care" and are interested, therefore willing. Cooperation--collaboration--is through involvement of all segments of the community. Benefits of an umbrella organization as a clearinghouse have definite plus values. Concept of exposure of teachers to opportunities to work in business/industry provides them with an ability to broaden their knowledge outside the "world" of education.

Implications are: credit for accomplishment of the goals of the career education concept is not all that important. The total interest lies in helping youth. The importance of total education involves much more than a return to the basics. Accomplishment via CAC provides widespread interest and results in a budget which also is developed through cooperation of school system/government/business/industry.

Since BPW objectives relate positively to the career education concept the two can very easily become an interrelated whole. BPW objectives are as follows:

- Elevate standards for women in business and the professions;
- Promote interests of business and professional women;
- Bring about a spirit of cooperation among business and professional women of the U.S.; and
- Extend opportunities to business and professional women through education along the lines of industrial, scientific and vocational activities.

Although geared to women, all these objectives can easily include men. The thrust of our BPW program for the coming fiscal year stresses education, career decision and financial planning. We can provide the leadership, or merely active participation through cooperation with other organizations and business leaders, to develop plans for personal careers. With the utilization of the talents and abilities of our diversified membership we can assist in areas of career development process and in the organization of a CAC. Programs can include self-assessment and goal setting, occupational choice, training and job search campaign. Our means of program development and presentation can be through the means of panels, workshops, speakers, films, etc. These avenues of approach preclude the cooperation or collaboration with local resources involving other organizations, business, industry and local government.

To reach youth, BPW can revitalize a "natural" for promoting young people's knowledge of career education. Sponsorship of NIKE clubs at the high school level has become stagnant. It can become important again if our national federation will include this as a program thrust. We have presented resolutions to this effect to be brought to the attention of our membership assembled in convention in late July, 1978. This NIKE program was developed as a joint effort with the American Personnel and Guidance Association aimed at developing more effective career counseling in the high schools.

The Business and Professional Women's Foundation has research materials available and a library and information center. It sponsors a series of seminars annually. We also have several excellent grants, fellowships and scholarship programs made possible by donations from our membership as well as sizable grants to this program by several industries and business firms (e.g., Sears for studies in business administration; engineering studies funded by grants from Exxon and General Motors).

Seminars deal with economics, leadership, communication, problem-solving, etc. Our big problem in my area will be to develop interest and to receive the cooperation of our school administrative personnel. An enthusiastic, yet a diplomatic approach, with perseverance can produce interest and cooperation of education personnel as well as local government, organizations and business and industry.

Judi Williamson, 4-H

There is a definite concern and interest on all parts for career education. 4-H has a part in this program as it teaches skills to young people and offers lifelong learning opportunities to leaders and youth. I was interested in hearing the different ways in which career education is approached by the different sectors. There is a definite need for more cooperative efforts between groups in this learning process. I was impressed by the efforts put forth by different groups in supplying the needs in career education.

I feel that we all have a part in the educational process of the people we work with. I also feel that if we can work together, we will avoid duplicating efforts and will save valuable time and money. This meeting made me aware of what is being done in my own community and who I can approach when I need their help. With the competition that occurs between youth groups and school activities today, I can see a real value in working together and provide learning opportunities for young people as a group effort.

MMCAC has set a great foothold here in Gratiot County. I am going to make a positive effort to work with them so that we can work together on programs. There is a definite place for 4-H in the effort as we are connected with the university and we can serve as a liaison between the local units and the campus so that the university can better prepare people for the world of work. I would like to see us helping our local program by providing resource people on a local and state level for youth to work with and also implementing them into 4-H by having these working into project areas.

We have worked some with MMCAC on some of their career exchanges. We have also worked with schools to some extent and with the FFA in providing workshops, camps, fairs and other opportunities for youth. I must apologize as I am so new in the community and have not become too aware of efforts made.

Judy Watson, 4-H

Certainly, I was exposed to a local system that I had never heard about, but could see as a base for many community learning/growing processes. The Alma MMCAC is keying into community needs and then is using the volunteer system to reach out to youth and adults in career education need. In a rural city situation, it seems the need situation could be targeted more directly since communications are more easily made through the rural social structure. It becomes a matter of pride, civic duty, friendship, accomplishment, trade-off. In reference to visitors and other programs, it seems we are all working to affect youth through career education, but collaboration was not brought out in any other situation as it was here in Alma. Each of us has a reason, a target group, a plan of sorts. Many of us have a greater system to work in than we represent and many of us have many other goals besides career education. Therefore, the need to get the act together, the need to involve people on all levels become the most important points. A great problem is the overlap of efforts by many, many groups. The school or community sets out goals for career education and then gets other groups with strong areas to plug in.

We are seeing systems developed; we are seeing people and organizations stepping forward and saying "How can I or we help youth and adults in their career planning and pursuit?" We are seeing a national effort to weave together the many methods and thrusts of career education. The ability to pull together a community could be a key to the success of career education or any other program. The task to pull the community together is certainly not an easy one, nor one to be taken lightly. It certainly looks to me to be totally different processes on the small town level as compared to a larger city. A small town group can perhaps form more easily but could take on only so much. On the other hand, a larger city might be able to form many groups but could they affect the community together in a unified way?

I feel that 4-H could relate directly to such a program by direct bodily involvement in order to perhaps key-in the resources of the land grant university and to find local resource people who have come to 4-H from different project related fields, because of specific interests in specific areas. 4-H could also help to expand the potential of the community career education effort by then following up with youth who have indicated special interests in a career area; i.e., a club; special interest group; or project where young people set goals, learn skills and begin to experience the career or interest of their choice. This might be a step further toward reality for the young people; working together, not on a classroom scale, but as small groups with volunteers. The 4-H system would work well in helping the children really feel out their needs and interests, more than just an exposure. I feel a staff person (4-H P.A.) with this as their goal--career education-- could greatly expand the overall career education concept in this community. The volunteer base could be shared. Cooperative Extension Service could be a good reachout point for any community, since a unit is located in every county across the country/state. We have contacts across the community: business, government, education, civic organizations. The university could offer fantastic resources and contacts for a career education program.

I know of no career education collaborative effort in our area but am involved in one concerned with bicycle safety and education. It is so important to have that key person and I am concerned because that weight has fallen on my shoulders. What is hard is when an organization or system does wear many hats.

Midland County,especially the city of Midland, has a fantastic cooperating program that almost any child can get into. The students work themselves often into a full-time job. It is heavily used by Dow; i.e., students work for a veterinarian, only going to school half days.

James C. Edwards, 4-H

As a participant in the site visit in Alma, I met representatives of several organizations that are conducting career education programs in Gratiot County. Also, we discussed the similarities and differences between the 4-H program and the FFA program in the county. In the afternoon, I had the opportunity to view a slide set dealing with the various types of job opportunities that are available in Gratiot County, and took a tour of a bus that had been developed into a traveling career center.

There are examples of collaborative efforts between business, industry and the educational program. The staff is making use of local resources. The community is involved in the career education effort.

The 4-H organization in Virginia is conducting similar programs and many of the activities are related to what I learned from this site visit.

An example of a collaborative activity on a local level would be the Mid-Michigan Community College and their relationship to the local area.

Sharon Wiber, The National Federation of Business and Professional Women's Clubs, Inc. (BPW)

I particularly learned how important it is to cooperate with all groups and not try to do it all alone. I also learned that there is and can be a great deal of repeated work, efforts and funds for the same end results if cooperation and collaboration are not utilized. I learned about other organizations that are very dynamic, of which I knew nothing or very little; e.g., ORT, Explorer Scouts, the educational aspect of the Chamber of Commerce, the exact definition of 4-H: head, heart, hands, health. It was reinforced for me that young people really do not have a working knowledge of the world of work and its many implications and responsibilities. It was also again brought to my attention that we as educators have a tremendous responsibility to make education worthwhile and applicable to our students. I learned how important it is to educate teachers as well as students with regard to cooperation of business/labor/industry.

A concerted effort needs to be made to involve labor, business, government and education within our school systems for community education and awareness. As a teacher, I see even more need to incorporate programs involving community participation and exposure for young people regarding careers and the world of work. There is also a definite need for funding of such projects by the federal government, fund raising, contributions and donations, etc. in order to utilize outstanding community involvement for either guest speakers, bus transportation for field trips, audiovisual aids, etc. There is a need for community-based organizations to collaborate efforts in career education.

BPW on the local level can relate to this concern by:

- Organizing many more NIKE clubs within the high schools to (a) train students with respect to leadership skills and responsibilities; (b) career education with respect to the knowledge of numerous types of careers and their salaries, advantages, disadvantages, medical benefits, insurance and retirement benefits; (c) BPW members to serve as role models for young women;
- BPW needs to continue to encourage all BPW clubs to become involved with the BPW Young Career Woman Program and therefore bring in more young women members and consequently introduce them to the concern of collaboration with business, industry, labor, government and education;
- BPW needs to sponsor more youth conferences within the states which would be a dynamic way to communicate to the community the necessary involvement needed by business, industry, government, labor and education;
- BPW could, at the national level, include more programs on the "need for career education" at the local, state and national levels;

- BPW could encourage career education through their March issue of the National Business Woman magazine which is their program issue;

- BPW could encourage utilization of the career awareness project already printed and available for distribution to school counselors, teachers, and persons interested in career education;

- Promotion of more seminars on leadership training to include career education beginning at the national level, and then organized at the state and local levels.

Examples of collaborative activities within BPW would be as follows:

- Already existing NIKE and Samothrace Clubs;

- Youth conferences, district and statewide;

- YCW programs already in existence;

- Joint participation with the senior high schools and BPW with programs involving senior girls; and

- Local, state and national scholarships and loans given to women 18 years to 80 years of age.

Key people are important.

Cindy Howes Polk, Girl Scouts of the USA

Because the MMCAC has worked so well with the school districts and therefore can reach the children readily, contacts with local youth-serving agencies are lacking. However, I feel that the informal educational programs can help in the quest to provide quality career education. The Girl Scouts (and others) have good basic programs and valuable adult leadership. Other organizations (specifically 4-H) have money as well as professional expertise. The MMCAC appears to have excellent career education material. A Girl Scout troop meeting, for example, would be an excellent way to present the Job Fair.

The amount of school district support in the MMCAC is in my experience truly phenomenal. In areas where contacts with the school system are nonproductive, beginning with the youth-serving organizations, will provide access to children and volunteer structure to deliver programs. A problem of collaboration among youth-serving agencies is the competition for members. In general, the goals of the organizations and programs are the same but funding depends on the number of members. Thus, while collaboration may provide a pooling of resources and an efficient use of those resources, the desire or need for members may be stronger.

The ability of labor and industry to work together on the MMCAC is a real encouragement and sign of the "exemplariness" of this organization. The council reflects a strong concern for youth which is refreshing. MMCAC has made a good beginning in the eradication of sex stereotypes with their slide presentation on medical careers. Other areas that could be covered include the education of all children in life-planning with leisure, family, life-style, time and money management, jobs and education as equally important aspects of a person's life. Also, young girls need to know the realities of a woman's life; that the average woman will work 25 years in her lifetime.

In interacting with my local Girl Scout counterpart, I was able to share my program and get feedback on it. Similarities and differences between constituencies and how these related to career education were discussed.

The need for collaboration in the planning stage with business, labor and industry was reinforced for me. When I return and begin to develop an industry approach or presentation, I will call on representatives of B/L/I to help us.

Allen G. Blezek, Future Farmers of America (FFA)

FFA is the student organization for students studying vocational agriculture in high school. It is very hard to separate one from the other; intercurricular. At the national level, it is recognized by USOE as vocational agriculture/FFA. It is the only vocational youth organization with a congressional charter; the governing body includes a representative from USOE. FFA is based upon organized instruction. FFA foundation provides $900,000 annually for award incentives related to careers. FFA alumni in some states provide career vans, agriculture career nights, serve as resource persons, chaperones for field trips and exploration and work sites. The National FFA magazine and National Agricultural Education magazine serve as excellent career communication tools. The national and state FFA conventions emphasize careers through awards and large displays. The FFA motto is: "Learning to Do, Doing to Learn, Earning to Live, Living to Serve."

FFA emphasizes practical hands-on learning activities. Most states have career related FFA contests and also at the national level. FFA leadership camp at state and national levels emphasize careers. In Nebraska, a statewide core curriculum has been provided to all vocational agriculture teachers/ FFA advisors which contains career units. Additional units are to be added in the future. All vocational agriculture students are expected to have a Supervised Occupational Experience Program (SOEP). Sperry-New Holland provides regional and national awards for FFA advisors entitled "Career Orientation Awards." On-the-job training or co-op programs are provided in many communities. Many chapters have school farms or land laboratories. All FFA members are high school age, coming from both farm and nonfarm backgrounds It is a 12-month program. Most local vocational agriculture departments and FFA chapters have local community advisory councils.

The basic need is to set out school or community goals rather than each area setting up own goals. The program presently achieves many of the basic goals of career education. Local FFA advisors need to re-establish priorities, one of which is career education; even though it is being done, it needs to be recognized as such. Most already relate very well; they might be improved through additional teacher education in-service and increased use of local advisory councils. We need more local coordination and a means of pulling together career education materials from business, industry and organizations.

More FFA advisors need to be released to work in local business and industry.

Estie Bomzer, Girl Scouts of the USA

I learned of a program being developed by counterpart with the opportunity to see the draft. We discussed ways/means/problems of producing such materials. I became more aware of the number of agencies working in similar areas, and the similarities of the problems. Knowledge was gained of a variety of funding possibilities. I learned possible sharing by local agency of some of the materials, methods and techniques used by MMCAC type of program. We shared problems, similarities, differences regarding our agencies which set up a channel for future communication. Implications are as follows:

- The obvious need for cooperative (collaborative) execution of activities.
- Possible umbrella grouping of agencies, working in an area with each group accepting and executing a portion of the program but as a cooperative activity.
- Utilization of all resources available within a community under the umbrella to avoid "using up" or duplication.
- Need for more/improved communication between those working in similar areas.
- Agencies must identify key members of an agency.
- Realization that activities done by GSA, as well as others, are in fact career education under other names.

MMCAC has had a unique opportunity because of its abilities to reach young people directly through the school system which may not be as possible in larger communities. Youth agencies in the area served by MMCAC could utilize material and do follow-up work on the effects of various materials and programs. There is a need for local youth agencies to utilize available programs. Extreme caution is needed to avoid conflict over membership make-up. Cooperative efforts of many involved in the community job market (labor, business and industry) helps to provide coverage of the variety of work opportunities in the local community. This involvement is of help in placement of workers as well as realistic information training.

Some interesting efforts to eliminate job stereotyping made by MMCAC can be important particularly to an agency working with females only. It is hoped that this type of meeting can provide a beginning for national cooperative efforts in the field of career education and leadership training through the following ways:

- Exchange of materials, ideas;
- Exchange of information;
- Cooperative training of leaders;
- Formation of a "Clearinghouse for Information";
- Encourage joint efforts of the multitude of agencies serving youth, but help each agency maintain their need for identity within the group effort; and
- Publication, publicity, "multiplicity."

Mike Kanitz, CETA

- Awareness from first day:
  - Organizations (various) do embrace career development;
  - High level of interest in careers and youth other than school people;
  - The career education concept has been accepted nationwide; and
  - "Feds" can act as initiators for locals, etc.
- Implications:
  - CETA has an opportunity to involve many more people (organizations) in planning for economically disadvantaged youth; and
  - 7B Employment and Training Consortium has a mandated (federal regulations) collaboration policy. From these meetings, the implications are to involve more diverse community-based organizations.

- The region can relate to the Mid-Michigan Community Action Council by:
    - Exploring the possibility of more support where economically disadvantaged are concerned;
    - Providing technical assistance;
    - Direct assistance to low-income families identified by MMCAC; and
    - Sharing equipment such as the Singer Career Awareness Lab with low-income MMCAC participants.
- Local Examples of Collaborative Activity:
    - MMCAC officials have endorsed and made suggestions to Region 7B regarding the collaborative efforts of 9 school systems including MOIS terminals in their career resource centers (Michigan Occupational Information System);
    - MMCAC provides technical assistance to Region 7B regarding volunteer services (how to do it); and
    - Only the politicos separate Region 7B and CAP 8, the people staffing the offices can and do collaborate! Much more could be achieved if the "politics of vested interests" were put out of the way of progress.

Helen Hiltzick, Women's American ORT

I learned of the marvelous program in Alma which involves every facet of the community from a cross section of representatives to their MMCAC, to their program to bring teachers into the world of work through the share-a-work-day exchange. The games they have devised and the bus equipped with all sorts of materials are ingenious. Their idea for a business-school dialogue is also an idea that is sorely needed in my local Greater Hartford community. The TOES program is meritorious, the job fair is great and without enumerating every single thing, they are really doing it all as far as career education is concerned. Alma really does have a model program in every sense of the word. And the fact that it is an across the board program means that they are hitting every youngster at several points in his/her school career, in a program tailored to fit the needs of this community.

The implications are myriad. Since I live in the Greater Hartford area where there are truly business giants, companies that employ tens of thousands of people, I see many ideas that can be adapted in my own community, especially the business school dialogue. Also, being a district officer of Women's American ORT, which encompasses 6 states with larger and smaller communities within our geographical boundaries, there are many ideas and spinoffs that I can pass along to my local counterparts in ORT. They in turn can adapt them to their own communities. Many of these ideas would require collaboration with other organizations in the local communities to be really effective. I can see ORT being the catalyst to "start the pot boiling" in local communities for career education.

As to relating the program in Alma to ORT, I explained some of this above. However, all of us in ORT who have taken part in on-site inspections of model career education sites are handing in written reports of these visits with ideas and implications for the ORT program. These reports will be compiled and reproduced for distribution throughout the country. Then each of the girls who participated in the visits is disseminating her information through bulletin articles, speaking engagements, symposiums, workshops, etc., and, hopefully generating much information, interest and enthusiasm. There should be a surge of career education related activities as a result. If the other ORTists were half as impressed as I was, it bodes well for the future of career education around the country. Of course, there is (and will probably continue to be) resistance from the community in many areas, but when you see a program like Alma's that really works and has the whole community behind it, it strengthens your determination to fight on.

Local examples of collaborative activity in Alma have been well enumerated by the speakers and materials provided so I feel there is no need to go into this further. As to collaborative activity in my own local community, ORT's scholarship program--now in its 12th year--is an example of this. We have a scholarship selection committee to help us choose the six recipients, all seniors who are taking nonacademic courses and who are not going on to a traditional four-year college. The selection committee includes representatives from labor, industry, business, government, education, etc. The Secretary of State, Gloria Schaffer, represents government, the head of the Connecticut Advisory Council for Vocation Ed is on the committee, as well as a vice president of a labor union. There are minorities represented; truly a cross-section. We also work with our local vocational and technical schools whenever possible. Students from a local vocational school are in the process of remodeling a new ORT consignment shop. We have much of our printing done by a local technical school.

There is a Governor's Task Force for Career Education in Connecticut with a very loosely structured formation. It is made up of representatives from business, industry, education, labor; but no representation from the community at large. They are not willing to add other members to this board and will not move forward until they become more flexible and broaden their outlooks.

Also, in Dade County, Florida, ORT was the catalyst in forming the Dade County Coalition for Career Education. This started with 3 members and now has 15,000 members, meeting at the ORT office. They do not charge formal dues, but each member is asked to contribute $3 worth of stamps to help defray postage costs. Activities vary widely from one ORT community to another but the information gleanded from these on-site visits should provide much specific ammunition to encourage our members in their career education community activities.

Robert Lent, Labor Unions

Monday's session provided an opportunity to not only be aware of the TOES project in Alma, but also to have a good understanding how the business, industry, agriculture, home owners and labor have worked and planned together to make this project successful. Having been born and raised in Michigan and worked during the last 29 years in labor and industry, I am amazed at the results of this project in Alma.

I believe that the structure, implementation and the end result of the TOES project in Alma and Gratiot County provide a sound base for collaboration with regard to career education. When dedicated representatives from business, labor, industry, etc. can sit down together and recognize education problems, discuss remedies and then plan and implement a program to resolve those problems, it is a most effective example as to how a community ought to function.

My organization, the UAW can relate to the Alma project by organizing the community groups, as is the example at Alma (Gratiot County) and meet to recognize the local education needs. After that recognition takes place, it is our job to then collectively meet to plan and implement projects to meet those needs.

We have established projects in some of the communities in my area (Greater Detroit and Pontiac). Representatives from major industries, labor (UAW, AFL/CIO, etc.) and public education institutions have worked together on several career education projects. For example: we implemented a mock hiring interview in high schools. People from industry and labor conducted the interviews. These interveiws helped a youngster to understand what an employment application is all about and what was expected of them as they entered a life of employment. We discussed the different types of employment such as assembly-line worker, engineer, skilled worker, office and professional worker, management, etc. This gives them a keen awareness of worklife.

Samuel H. Adams, CETA

At this conference I was made aware of the following:

- Extensive collaboration between the state, business, education, labor, local government and industry.
- Common local goals were determined by all concerned; performance goals established.
- Community collaboration consisted of teacher and industry job-shared workday, and funding was established to permit teachers to work at career sites during the day to permit them to have a first hand knowledge of the world of work.
- Career exchange day, TOES and videotape of entry skills were featured.

- Extensive use made of volunteers from the community to staff program. This was a key feature of the program.

- City utilized existing buildings to house community service headquarters (Community Action Council).

- Mid-Michigan Community Action Council acts as liaison between government, business, industry, labor and education.

- Concept is designed to bridge the gap for students between the education process and the world of work.

- The CAC also runs after school and summer programs designed to: (a) provide employment for out-of-school youth; (b) use public service employees (paid by CETA funds) to assist governmental agencies and businesses in relieving personnel shortages; and (c) prepare youth in summer programs for careers in the arts and tourism.

- Entire program is structured to fit the needs of this particular area.

- An unusual feature of this program was the initial high degree of collaboration between the state and local government, business, labor, education and industry. This consistent high level of cooperation/collaboration has been maintained throughout the life of the project.

It is impossible to run an effective career education program without strong, consistent community collaboration. It is important for community/business/labor/educational/governmental agencies to begin early to set goals and direction as a unified group in order to structure a meaningful, productive program. Performance and evaluation standards should be set by all groups. Extensive use of community resources must be utilized, e.g., volunteers, industries, service and professional organizations such as 4-H, BPW, Rotary, etc. It was clear to me that we have not utilized the community and service resources available now in the community as effectively as we could. We need to tap them. Some mechanism needs to be developed whereby we can mesh existing services to youth now in the community to the career education programs in schools.

We need to do a survey of agencies of the community who can assist us in meaningful ways in career development. A program involving curriculum changes designed to combine the use of community resources and education could be developed collaboratively between education and community. Due to the complexities of megalopolis areas, it is doubtful that we could achieve the levels of collaboration achieved here (e.g., fiscal problems of large cities, sprawling geographic areas with isolated communities with little interaction between them).

The following are examples of collaborative activities:

- Adopt-a-school program whereby businesses and industries adopt one elementary school and one secondary school, and provide resource and monetary assistance to the students.

- Basic skills programs that are career education oriented. Students use job resources in the community in paid and non-paid positions.

- Business, labor, education conference held 2 years ago that for the first time these three groups addressed the needs of each to education.

- Youth incentive program provides worksites in profit, nonprofit, and community service agencies as a method of providing employees to these agencies at no cost to the employer.

- An EBCE model at one high school involves the community based businessmen as resource persons and employers for students.

- A health careers curriculum at a high school near Johns Hopkins Hospital. Students spend part of a day in an academic program designed to prepare students for health careers. The second half of the day, students work at the hospital gaining practical experience in hospital work as technicians, nurses' aides, in radiology and in other technically skilled jobs in the hospital.

- We do have a career education van sponsored by the adult education division which focuses on the career education programs available to those 16 years of age or over.

MINI-CONFERENCE DISCUSSION

Julian: Based on a four-year forecast from industry, the REC developed a program which offers youth in the area more than just education. It provides a strong support system. This was done in an effort to encourage area youth to remain in Racine.

Allen: One thrust of FFA is becoming more involved in career education through its vocational agriculture program. Next month the Nebraska FFA will have a statewide career education meeting.

Vern: About 75 years ago, Paul Harris began Rotary by "rotating" meetings among a variety of professions for the purpose of knowing more about a variety of occupations. Today, many Rotary local chapters organize career days and serve as a linkage or liaison within the community.

Barnie: The BPW has a scholarship program provided by the "foundation." The foundation provides support to women over 25 for career advancement of mature women.

Sharon: The Young Women's Career Program which selects one young woman from each state, ages 21 to 28. These women are convened at the national convention. This program began in 1964 for the purpose of encouraging membership participation. NIKE clubs, about 100 across the U.S., aimed at exploration activities for high school students.

Sam: Youth Incentive Program (Tier I Entitlement Award - YIEPP) developed by the CETA prime sponsor is designed to introduce youth to job skills, develop good working habits, etc. This is an 18-month program. The career education office assists teachers in locating community resources that will provide career development activities. Baltimore also has an EBCE program that provides work experience opportunities for youth.

Helen: Largest nongovernment network of vocational education assistance in the world. The ORT network works as an advocate for quality vocation/career education. The intent is to enhance the image of working with your hands. ORT feels that there needs to be a continued effort to support the concept of career education.

Lee: In a recent chamber survey of its membership, the number one identified priority was economic advancement (concerned primarily with unemployment and underemployment). Other priorities were: a) educational advancement, ranked number two; b) governmental affairs; c) transportation. After looking at this the chamber decided because of local constraints it could not serve to rapidly advance education. Therefore, the chamber helped to establish a nonprofit organization called the Business Task Force on Education, linked to the chamber by a management contract. This task force, composed of 30 chief business executives, is committed to addressing the educational (elementary and secondary) needs of Orleans Parish, working within a five-year time frame.

Bob L: The UAW's primary function is to train union leaders and one problem which the UAW faces is preparing youth for career positions. There is the question of whether the urban schools are sufficiently/adequately doing the job of preparing youth. Since 1965, UAW has had to assume greater responsibilities for training, and thus the assumption is that the schools are not doing the job.

Larry: The Exploring program is a co-ed which conducts a career interest survey in the high school. Based on this survey, the explorers attempt to fill the voids not being filled by the public schools.

Cindy: Attempting to encourage more participation in urban ghetto areas and in rural America, "From Dreams to Reality" addresses the issue of sex stereotyping by focusing on five worlds through a variety of activities.

James: Over eight million youth are participating in learning by doing activities sponsored by 4-H. "Make the best better" is the motto of 4-H, and around this motto career education activities are sponsored to fully develop the interests and talents of youth. Over 35 donors across the U.S. provide more than $75,000 each to support awards programs of 4-H. 4-H is the youth portion of the extension program in the U.S.

Don: Dave Spathelf, the Alma Superintendent of Schools, indicated that he perceived career education to be the very essence of education.

Mary: The MMCAC is one of 21 members of a national Work-Education Council Consortium sponsored by the U.S. Department of Labor and the National Manpower Institute. Program Development: Ten representatives from each state across the country came to Washington in the early 70's to be briefed on the career education concept. This was sponsored by Sid Marland and he charged all these state representatives to return to their respective states and initiate the concept. In Michigan, the ten representatives returned and with the support of the governor, initiated a career education program. The Alma community established a board of community leaders who without exception committed their support to career education. One positive aspect of this community involvement is the bringing together of a variety of interests, i.e., labor, education, business, etc. to marshal resources collectively. Council - 1975: In 1975, with the advent of CETA, a full-time staff was added to coordinate the four process goal of the council: 1) career education; 2) school/community dialogue; 3) dialogue around the issue of the free enterprise system; 4) employment. Exchange programs for teachers began slowly because at the start teachers would have to go out and work after school hours. Finally, released time was made available with additional funds. One problem which the program attempted to address was how to avoid the "chief" phenomenon and expose youth to the lineworker aspects. TOES (Temporary Odd-Jobs Employment Services) was an attempt to provide youth with productive experiences. No jobs can be permanent or replace any full-time worker. Most of these jobs are in the order of changing screens, doing lawn work, etc. Originally, the council was composed of business/industry, government, labor and education. Now the council has added agriculture. "I Want to Work" workshops, career days, etc., are working and successful in Alma.

Presently, six area school boards are supporting the program at the rate of 50 cents per enrolled student. One-third of the support comes from schools, one-third from business/industry and one-third from the county. (6 - 9 percent of the population is Chicano.)

Sharon: Important considerations for BPW:

- Must cooperate with other groups;
- An organization cannot go it alone;
- Youth lack relevant information concerning the world of work;
- Educators must be informed as well as students;
- Funding considerations must be rethought to tap a variety of resources;
- BPW can facilitate the development of leadership skills in youth and provide good role models for young women; and
- Career education can become more a part of BPW national publications; "Thresholds to New Horizons" is the thrust for BPW programs and career education fits in well.

Barnie: Community involvement is essential and seems to blossom under the coordination of an umbrella organization. Helping youth involves more than accumulating credit or approval for activities. Funding sources are diversified and the greater the diversification the more extended is the community involvement. BPW could serve as a catalyst to involve a variety of community resources to serve youth.

Vern: The key step in community collaboration appears to rest with involvement of leaders who will carry the responsibilities of collaboration. Organizations continue to demand recognition and this need for recognition protects the uniqueness and identity of each organization; without sufficient recognition, collaboration fails. Resource files are valuable only if teachers are convinced of the importance and usefulness of the available community resources. Organizations need constant reinforcement awards to shape their behaviors appropriately.

Allen: Difficult to differentiate between FFA and vocational agriculture. Vocational agriculture is a four-year program of which FFA is the youth organization. FFA is the only youth organization with a congressional charter and consequently OE has a representative which sits on the FFA board. This could provide a good avenue for career education input. FFA needs to reconsider its interface with other organizations and it might look at how its cooperative education efforts relate to career education. Most organizations are faced with a similar problem. They already are doing career education without having identified it as such and therefore when it is introduced, resistance is encountered. There is a need to encourage them to continue what they are already doing; infusion rather than add-on.

Julian: We need not only financial supporters but key individuals (usually the top personnel) to participate personally as well as financially. A preventive maintenance approach may be incorporated into a community by using career education to help youth acquire employment, etc.

James: MMCAC Center is an excellent approach to the organization of community resources. 4-H has been involved in career education for a long period of time but it has not been identified as such and it, therefore, is a good career education resource. In Virginia, Westinghouse is sponsoring a career exploration program for 4-H participants. 4-H is now involved in a national career education effort which will work on highlighting what has and is being done. Also, this will hopefully reduce duplication at the state level.

Cindy: MMCAC might make a greater effort to reach out to youth-serving organizations such as Girl Scouts, Boy Scouts, etc. One benefit of a rural program is that these efforts can reach all of the students as opposed to serving only a target group in the urban area. Competition for membership has to be addressed especially on the part of organizations serving youth. The best of each organization might be selected in a collaborative relationship. All children should receive lifelong education which would focus on leisure time, careers, etc. If organizations are planning presentations for business/industry, then business and industry representatives should assist in preparing these presentations rather than developing the presentation without their involvement.

Bob L: The labor position and resources can facilitate the student's understanding just wages, fringe benefits, etc. There is a strong need to address the increased unemployment among teenagers. Private industry needs to get more involved.

Lee: The program in Alma is very resourceful, genuine and quite personal in addressing the unique needs of Alma. It is working. In no way does the program dilute basic skills; it recognizes the teacher as a key factor. Question: Can the chamber alone really assume the responsibility for economic development in Alma and Gratiot County?

Helen: Volunteers involved in ORT need training in self-awareness; usually require assurance that they do have something to offer. Quality education is an umbrella for community involvement without any specific guidelines for community involvement. ORT sees itself as a catalyst for community collaboration, e.g., Dade County Consortium. ORT could serve to expand the outlook and involvement of career education in Connecticut because career educators there are myopic.

Sam: Collaborative efforts in Alma have paid off in assisting youth in acquiring employment. Several programmatic aspects appear able to be replicated: TOES, Career Day, etc. Evaluation or performance appraisals appear to be lacking in the Alma setting.

The participants arrived at the following list of words relative to the concept of collaboration:

- cooperation
- consensus
- trust
- work together
- mutual respect
- listening
- action-oriented
- goal setting
- instituting programs
- evaluation
- dealing with failure
- expectation
- community uniqueness
- building on tradition
- responsibility
- politics
- friendliness
- coordination
- joint effort
- consortium
- resources
- planning
- communication
- limitations
- commitment
- cohesiveness
- continuity
- goals/performance standards
- recognizing the given
- developing committees/task groups

The participants agreed on the following issues and problems relative to constraints which impede community collaboration:

- Time factor; lack of enough time to implement.
- Consistent requests of all organizations.
- Lack of common definitions.
- Failing to identify the pluralism which exists.
- Failing to communicate a common understanding of the problem.
- Lacking the ability to perceive programs as ongoing rather than one-time affairs.
- Being too possessive of programmatic aspects.
- Couching programs in terms of being "innovative" may have negative connotations for the community.
- Empire building.
- Lack of receptivity/interest on the part of superintendents for the program is an unwarranted assumption.
- Competition for limited resources; economic, as well as human and physical resources.
- Not to take into consideration the finite aspects of resources and the burning up of resources.

- Failing to think about long term considerations.
- Hesitation to implement programs due to liabilities.
- Failing to see career education as something more than a K-12 program.
- Afraid of conflict/avoidance.
- Lack of trust.
- Not providing the participants with an opportunity to benefit from the relationship (what's-in-it-for-me; playing on self interests).
- Failing to bring all participants on board early in the process.
- Waiting too long to sell a program. School boards selling programs only during bond issue considerations.
- Not to consider the implications of social problems being work problems, etc.
- Career education is a well kept secret among those most involved in career education.
- Not having linkage to the power structure/school boards.
- Not allowing for sufficient time for implementation within a bureaucratic structure.
- Relying too heavily on funds from the "outside" for program continuation.
- Lack of a clear understanding of who the program is for, e.g., not involving students.
- Pre/post gradual attitudinal changes.

PARTICIPANTS' RECOMMENDATIONS

The recommendations from the participants are as follows:

- Evaluation and assessment is a necessary function of any project.
- Newsletters and other materials should be disseminated through the community.
- Need to expand participation among the entire membership of community organizations.
- More student involvement in the planning of projects.
- What happens when the career education money disappears?
- Extend the involvement of teachers.
- Clarification of where one agency begins and another agency stops.
- Identify the needs of minority populations within the community.
- Involvement of youth-serving organizations such as 4-H can expand the programs offered by career educators.
- Do not limit programs to local occupations.
- Career educators must approach careers by focusing on the "quality of life" youth desire, not just attending to the jobs youth desire. Focus should be on decision making (self awareness, career awareness).
- Organized labor should be strongly involved in career education programs. Sometimes this involves reaching beyond the local region to get unions involved.
- Programs of career education should include all individuals across age levels.

These additional recommendations are to the CBOs:

- Generalizations must be adapted to situational needs.
- Build large successes out of initial small successes.
- Contact key actors in each bureaucratic structure; maintain communications.
- Progress is best accomplished by being receptive to the needs of the community.

- Don't let fear of conflict stop you.
- Think about future directions and do not allow yourself to be obligated to any one single segment of the community for the sake of short term survival.

Appendix

AGENDA

This site used the Tentative Agenda furnished by InterAmerica Research Associates, as shown in the Executive Summary.

ALMA, MICHIGAN

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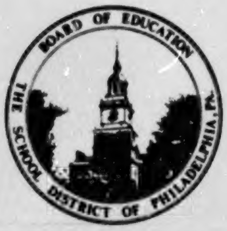
ON·SITE MINI·CONFERENCE



THE SCHOOL DISTRICT
OF PHILADELPHIA

Philadelphia
PENNSYLVANIA

JULY 27·28 1978

ON-SITE MINI-CONFERENCE IN COMMUNITY COLLABORATION

EXEMPLARY PROGRAM: The School District of Philadelphia
Philadelphia, Pennsylvania
Albert I. Glassman, Site Visit Coordinator

PROGRAM PRESENTATION

Introduction

Dr. Albert Cranbert
Acting Regional Commissioner of Education, Region III

The Regional Office performs three primary functions:

1. Provides technical assistance with the intent of extending the benefit and services of educational programs made available through OE;
2. Assists in dissemination of education information;
3. Supports special interests which are manifested by programs which cut across agency lines or are programs reflecting the priorities of the Commissioner or Secretary Califano.

Two significant aspects of career education seem to be:

1. Career education is related to the world of work in a variety of ways. This variety causes career education to be pervasive, reaching out to all youth in one way or another, - "whatever works."
2. I am impressed by the extent to which career education meaningfully relates to the world of work and the extent to which career education brings work and education closer together.

Philadelphia Career Education Program - Albert Glassman

Local resources were approached from two perspectives: (1) those local efforts that engender the collaborative process; and (2) local activities that exemplify the collaborative process. Philadelphia has been involved in career education for at least 15 years. This effort was originally identified as occupational education which included the concepts of career education. An indication of Philadelphia's commitment to career education is the fact that there is a major administrative slot for career education.

The following are demographics of Philadelphia:

- There are 250,000 public school students
- There are 130,000 private school students
- The two skill centers serve the private school students on a shared time program
- K-12 career education programs in 300 sites, serving about 60,000 high and 60,000 junior high students
- There are model programs in operation
- The career education programs are comprehensive in nature
- There still needs to be a great deal of work done in order to reach every student
- In spite of severe financial problems (e.g., 2100 professional staff were laid off this spring), career education is nevertheless still alive
- Philly spends about $50-million on career education which includes vocational education.

Advisory Council for Career Education - Lawrence J. Chialastri

The Philadelphia Advisory Council is a very influential group in the state. For example, three members of the Philly Council serve on the state advisory council for vocational education and the state council is chaired by a Philly representative.

- The Council is made up of 30 members from industry, business, labor and the community.
- The Council is 10 years old.
- The members serve at the pleasure of the superintendent and they advise the superintendent on policy matters related to career/vocational education.
- The Council does prepare an annual report.
- There are seven committees of the Council which pretty well outline the activities and priorities of the Council. They are as follows:
    1. Vocational Education Committee--interested in curriculum which reflects the vocational occupation (e.g., building and trades); added concern is one of generating job opportunities for graduates; there are 10 occupational clusters which this committee monitors.
    2. Staff Development Committee--this committee is concerned with in-service training development for the purpose of keeping the instructional staff abreast of the world of work.

3. Special Education Committee--primary emphasis of this committee is the development of relevant vocational education program for handicapped youth.

4. Long-range Planning Committee--the committee has just completed the 5-year plan, a comprehensive plan for career education.

5. Federal/State Funding Committee--since the Vocational Education Act of 1968, this committee has focused on how to spend the money made available. This committee also considers how programs could be combined and/or eliminated.

6. Employment Programs Committee--a chief concern of this committee is the locating of employment for youth following the completion of high school.

7. Student Organizations Committee--this committee was created because of the realization that there had been a real void in working with such organizations as DECCA, 4-H, and VICA. Therefore, this committee considers ways in which school programs might find a way to integrate these student efforts into the curriculum; legitimize or institutionalize the student organizations.

Note: Work/Education Consortium--this committee has now developed into a separate effort sponsored by NMI. It was the forerunner to the Education/Work Council of Philadelphia.

Education/Work Council - Wayne L. Owens

The National Manpower Institute (NMI) established a number of local councils which were designed to facilitate the youth's transition from school to work. NMI, AACJC and NAB have collaborated to establish these local resource brokers. NMI operated 21 programs and 12 are operated by AACJC and NAB.

While YEDPA brought an increased funding source to the local area, it also increased the problems of meaningful collaboration. Even though YEDPA increased problems relevant to collaboration, there seems to be an impetus to collaborate more; so YEDPA can be a catalyst for collaboration.

The Education/Work Councils are based on Willard Wirtz's concept, elaborated on in The Boundless Resources, that the council should serve as a neutral broker linking community resources. This linkage can best be established when the council is free of commitment or obligation to a specified segment of the community, i.e., education, labor, business or industry.

Three additional points are:

1. The Council helped to facilitate the opening of an additional testing center for the GED. There was a problem in that several hundred youth applied for testing but could not be tested. This was partially related to the reduction in staff by the school district.

2. The Council has been working on developing a policy to standardize the GED preparatory programs.

3. The Council works diligently to disseminate information to local communities.

Greater Philadelphia Chamber of Commerce - Robin Howard

- There are 2300 businesses in the 11 county area.
- The business community has a vested interest in career education and this interest surfaces in two concerns about today's youth:
    - Lack of basic skills; and
    - Today's youth lack positive attitudes toward the world of work.
- Philly has the highest rate of unemployment for disadvantaged youth in the USA and this certainly accentuates other problems, such as underachievement, poor basic skills, drugs, etc.
- Philly has invested a great deal in basic skill development and only now are there signs of modest increases in basic skill achievement.

High School Academies - Harold J. McNeil

- First began about seven years ago with the Electrical Academy (in Ben Franklin's home);
- Following this came the Business Academy.
- In 1974 I was loaned to the Urban Coalition to establish an Automotive Academy which finally got off the ground in 1975. The first class started with 25 students who were identified as potential dropouts. Eighteen have graduated and 22 are gainfully employed, one went on to higher education and one went into the service.
- Hands on experience is the emphasis of the curriculum.

Experience-Based Career Education (EBCE) - Mervin L. Krimins

The right type of personnel in the schools is essential, otherwise the program will fail. EBCE failed because of the lack of cooperation and commitment on the part of the professional staff. NIE established four sites across the country (demonstration sites, labs--Far West Lab in San Francisco, Northwest Lab in Portland, Appalachian Lab and Philly). Research for better schools was the effort in Philly and RFBS established an academy for career education. This academy was set up as a private school serving approximately 100 youths across the entire city of Philly.

The following are basic features of EBCE:

- Experience-based work experience: 125 businesses in Philly where youth can explore 28 different career clusters;
- Academic Resource Center which provides individualized basic skill programs based on intensive assessment upon entry;
- Youth receive no pay for training;
- The programs attempt to develop curriculum reflecting the concerns of the business/labor/industry communities; and
- An important feature of the program is the use of field coordinators who serve as career counselors working with students and with site supervisors.

The EBCE effort is concerned about how youth perceive school and the program discovered that youth are comfortable in school in the following manner: From most comfortable to least comfortable, respectively, are white female, white male, black male and black female.

Edison Housing Rehabilitation - Robert Robinson

This program is the result of the collective efforts of CETA, LEA, leading agencies, licensing authorities, etc. The intent of this program is to expose youth to work sites that they will be involved in following high school. This program began about one and one-half years ago. The youth perform the actual construction work under the supervision of journeymen (union skilled craftspersons). The school district purchased abandoned homes and the youth completely restore these facilities. The first home was just sold for $8500. The school district agreed not to sell the restored homes for more than the going rate in the neighborhood. Because of the response, the restored home was made available on a lottery basis. The money raised is reinvested into the program, similar to the Portland program.

Program Reaching Options in Vocational Education (PROVE) Project - Marcella Germanotta

The Women's Bureau of DOL in conjunction with the YWCA is providing 100 young women an opportunity to enter nontraditional vocational careers, especially careers in the construction industry. This project provides the following:

- Supportive counseling for the young women and their parents;
- In-service training for male instructors; and
- In-school program for credit in vocational education.

Counselors' Seminar in the World of Work - Robin Howard

This concept was stolen from GE when Wayne Owens was at GE working to develop career education. This program provides 32 guidance counselors from both senior and junior high schools; exposure to entry level positions. In 10 sessions, these 32 individuals visit sites to look at career ladder opportunities, aptitudes and attitudes necessary for success, and skills required to perform the job. The Chamber of Commerce was involved in putting together 40 local educational TV programs in career education:

- One-half hour programs (15-minute short film on a career; 15 minutes spent with two guests--one an entry level position and the other a personnel director--who talked about how to get a job).
- The program ran three times during the week (7:30 pm was for parents and youth to be able to see the program together; 12:30 pm on Friday so that it could be used in the classroom; and 3:00 pm for staff in-service or possible video taping).
- This program made a teachers' guide available. This was very popular, with 1200 requested.

Summer Training Resource in Vocational Education (STRIVE) - LeRoy Snyder

This program provides young people an opportunity to develop skills in woodworking. The idea was to develop pride in the person's product. There was a research model built into this program which is funded by the William Penn Foundation. The research model attempted to answer the question, is the program worthwhile. STRIVE was sufficiently successful to impact on the regulations of SPEEDY and YEDPA as well.

Youth Incentive Entitlement Pilot (YIEP) Project - Joseph Bradley

The Youth Incentive Entitlement Pilot (YIEP) project is a federally-funded program designed to provide economically disadvantaged in-school youth with a paid, supervised, part-time work experience during the school year and 30 hours per week during the months of July and August.

Philly is one of 12 Tier II grants awarded by DOL. Philly received $1-million to fund this effort. Basically, the contract is with a community-based organization (CBO), Council for Revitalization, to locate private sector jobs.

Philadelphia Regional Introduction for Minorities to Engineering (PRIME) - Wayne L. Owens

Only 1 percent of the engineers are black or Hispanic and 60 percent of senior level managers in the industry are engineers; therefore, it is unlikely that blacks or Hispanics will assume management positions in the engineering industry. The program attempted to involve fully qualified senior engineers to work with 1000 students in 37 schools in Camden, New Jersey, and Philly.

PARTICIPANT'S SELF-REPORT

Pepi Dunay, Women's American ORT

There is a wide spectrum of careers that can be developed. The Randolph Skills Center emphasizes nontraditional careers for women. It is exciting to see women involved and committed to these careers. The attitude of the instructor was excellent. Saul Agricultural School was most interesting. I was surprised to find it located in the middle of a large city. I was impressed with the complexion of the student body (40 percent women) and the fact that 60 percent of the graduates go on to college. This is an excellent example of how academic excellence and career training can be intertwined.

It was obvious that the programs at these two schools could not have been developed without community collaboration. The YWCA was instrumental in recruiting the women for the program at Randolph. The input of business and agriculture through an advisory council made Saul's program viable and allowed them to place all of their graduates.

I think ORT has a role in working with the media to publicize career education programs and vocational education. As a volunteer organization we are well received by the press, TV and radio. This would be helpful in attitude changing. We could also sponsor panels or discussions on the subject. ORT women could help develop resources (speakers, reading material, on-site visits) for career education programs, especially at the elementary school level. We could work to further career education funding by school boards and legislatures. I believe we could have a major role in reaching segments of society who need career education but are not eligible for federally funded programs.

In Atlanta, ORT has been instrumental in getting career education into Atlanta schools through a pilot program in an elementary school. In Houston, ORT has sponsored seminars for parents on what they can expect for their children from the elementary school. We have compiled resource lists of speakers on careers in many cities. We also organized two radio programs (Miami and Milwaukee) on careers with a feedback format. ORT sits on career education advisory councils in several cities (including Jacksonville) and on state vocational advisory councils in seven states. When the career education program was instituted in Jacksonville (my home) several years ago, there was quite a bit of input and cooperation from local industry and business. However, the program has been greatly reduced due to lack of funding. It is unfortunate that these businesses could not have formed a coalition to increase funding. Hopefully, this can still be done and perhaps ORT could be a catalyst. We have also recognized outstanding students from skills centers and vocational schools (usually through U.S. Savings Bonds gifts) in many cities throughout the country.

Rose Marie Duffy, Girl Scouts of the USA

My amazement centers around the fact that so much is being done in career education and so many varied organizations are interested in it. As usual, we seem to operate in our own little (or big) world. Collaboration is often inhibited by the desire we all have to protect our own turf and "count the numbers" we need for funding, community relations, etc. Coordinating councils have enjoyed a singular lack of success in the ten counties of Ohio with which I am familiar. A clearinghouse for career education programs would be most helpful.

The organizations represented in Philadelphia seem to have several good things going for them: the cooperation of the school system and rather large budgets. (It was probably in our local paper at some time, but I doubt it, about the training component in the CETA/manpower business. Joe was very helpful in explaining how one might get a piece of the action). The Edison Rehabilitation project would work very well with the independent, nonprofit rehabilitation project we have in Lima which has paid royally for contractors. If the schools would cooperate, there could be a great work opportunity as we are currently rehabilitating 12 houses. The unions would also have to be persuaded.

I was most interested in the nontraditional jobs for women programs and will attempt to persuade our joint vocational school (which currently lacks students) that we could cooperate on such a program. Since my organization is one for girls, concentration on such a program fits in with our existing purpose. It will, however, win us few friends in an area that still believes a woman's place is in the kitchen and guidance counseling in the schools also reflects that belief. Girls believe it too, as a result of such splendid conditioning.

My thoughts get cosmic considering all the possiblities for career education collaboration, but there are some questions, too:

- Where to get the funding?
- How long will it last? Personal bias and experience indicate it takes five years for most programs to start to show anything.
- What evaluative process can be used?
- Can certain projects target in on the same problems (the 3 Rs, work attitudes) for the same amount of time to find out if anything really changed?
- What support system is there for such projects (newsletter, etc.)?
- How to convince people the nonprofessionals can do a good job; educators don't have a monopoly on teaching skills.
- Get youth serving organizations in the act as a part of the regular program.

The state of Ohio has a great plan on paper for career education K-12. Unfortunately, there don't seem to be many schools carrying it out. Our experience with boys and girls from SPEEDY whom we have trained for work in our summer program indicates that the idea that work is a life-style is completely foreign to them. If the schools are already set up to provide such help, kids should get it. If it is started there, other organizations would be more willing to pick up other pieces. You start from point zero every time with young people who are not only attitudinally maladjusted, but who have no communication skills.

Our young trainees this summer are working with elementary school children in recreation programs. They have been exposed to child development educators from the university; the Red Cross first aid training; public relations personnel for communicating and recruiting techniques; parks recreation people for games and crafts; an insurance man discussing safety and liability aspects; a math specialist who tied the subject to black culture; small business owners from the black community who talked about their expectations and job responsibility; the Community Action Commissioner who contracted for a food program; the Salvation Army and a neighborhood center that provided training sites and mental health people who discussed how to cope with personal problems the trainees had. Girl Scout staff developed and tied together the whole training and taught the trainees how to run a day camp and use outdoor skills.

This is a small effort involving about 50 youth and no one thinks of it as a big collaborative effort, but it has all the seeds. We do know that SPEEDY cannot provide a good experience for participants unless training for the job is an integral part of the program. This takes time and staff (I don't observe a great deal of concern about this at the CETA office; is it their responsibility to initiate this?).

This mini-conference with mixed groups was the most beneficial.

Samuel H. Adams, CETA

I learned:

- The basic premise in Philadelphia is to nurture business, industry and labor involvement with the Philly public schools.
- The Education/Work Council and the Advisory Council for career education are two examples of an effective business/labor/education collaborative approach to career education in Philadelphia.
- Community service agencies such as the YWCA are sponsoring programs in nontraditional occupations for women. These programs, funded by federal monies provide training for women in occupations such as plumbing, masonry, carpentry and other building trades skills.
- EBCE is in operation at one high school and is a prototype of the others throughout the country.
- The seven subcommittees of the Advisory Council for career education, composed of thirty people representing business, industry, education and government, meet regularly to advise the superintendent of schools of the needs in the areas of vocational education, education staff development needs, needs of handicapped students, long range career education plans, federal/state

funding needs, employment needs and how to develop effective student organizations as they would relate to careers.

Implications of the preceding are:

- The program as designed is a model for large city programs in career education.
- The involvement touches business, labor, industry, community, social service, education, state and local government involvement.
- The program does involve volunteers in its Career Development Committee of the Department of Education.
- The Housing Rehabilitation program provides services to the community through collaborative efforts of school and the mayor's office.

The relationship between us and the Philadelphia program:

- In Baltimore, we too have a housing rehabilitation program modeled after the Philly concept.
- There is no citywide council of advisors in career education to the superintendent of schools in Baltimore.
- EBCE programs are in Baltimore as nonfederally funded projects.
- In Philadelphia, the efforts of minority labor organizations (e.g., the Negro Labor Council) foster and support the career education program; we have no such organized support in Baltimore from labor.

Examples of local collaboration are:

- PROVE project (Program Reaching Options in Education) sponsored by YWCA and funded by the Department of Labor.
- Housing Rehabilitation program, sponsored by public schools and the mayor's office.
- STRIVE, sponsored by the Philadelphia Federation of Settlements, funded by the William Penn Foundation.
- The Youth Development Corporation, founded by the Greater Philadelphia Federation of Settlements, with funding from federal, state and local governmental agencies and from private foundations.

Cindy Howes Polk, Girl Scouts of the USA

The importance of understanding the structure of the organizations, councils and/or committees involved in career education, some of that structure was present in the morning's presentations.

Communications, dissemination of information and publicity are vital for the success of a collaborative career education effort. All relevant organizations should be invited to participate and they will know how they can be involved if they have been informed.

One tremendous person can be (and maybe always is) the key to the success of a collaborative effort. This principle seems to hold true regardless of the size and sophistication of the area involved.

The more diverse the representation of the advisory group or planning council, the more likely the collaborative effort will have success. A faction will not try to shoot down a program that they helped initiate.

Two key areas that need open discussion in the beginning of a collaborative effort are funding and sovereignty or turf. These are hidden agendas that can bog down a collaborative effort.

Youth-serving organizations are often overlooked when the school district is involved in collaborative career education efforts. This is unfortunate because youth-serving organizations have good, direct contacts with youth; direct dissemination to adult volunteers and an informed educational structure atttractive to youth.

In the collaborative efforts, I have seen there has been no input from youth at the policy making stage. There may be feedback from youth in the program but not in the planning stage.

Jack Winchester, CETA

During the site visit at Edison my observations included:

- The rationale for such a project;
- The criteria for student selection;
- Outcomes of participants;
- Cost of material for the project; and
- Benefit to the neighborhood.

The project is well coordinated and exhibits collaboration with city, labor, education, business, the federal government and the community. The major emphasis is placed on developing skills for students. Students are allowed to work on the project until graduation from high school. At this time the data indicate that it is impossible to assess the impact of such a project on the students or the community.

Implications of the preceding include:

- A direct involvement of education to assist the community;
- Labor and business providing support to education; and
- Cooperation of the community.

A rehabilitation project of this type could be conducted in my community. I recommend the following considerations:

- The neighborhood should be carefully selected so that the homes that are upgraded will meet the existing standard of the neighborhood.
- Student follow up is very important to determine the impact of such a project for career education.
- Collaboration with labor, business and government is essential to minimize cost.

Numerous examples of collaborative activity are evident here, among them:

- Advisory Council for Career Education;
- Education/Work Council;
- High school academics that are supported by business; and
- Seminars for school counselors that are sponsored by business.

Emma Padgett, The National Federation of Business and Professional Clubs, Inc. (BPW)

What I learned: there the career education theme of real collaboration is growing, evolving and dynamic! Philadelphia's programs are admirable examples of broadbased and cooperative implementation geared to the planning coordination concept generated through the Advisory Council and the Education/Work Council. Touching base in so many areas of the career spectrum where diversity and divergency thrive, yet encompassing similar or common objectives and expectancies; here collaboration is a real way of life, the key to survival where a "tidal wave" of 250,000 pupils could threaten or overwhelm. The monstrous undertaking has been segmented into parts of the puzzle with each part meeting (or tackling) a particular need or type of student, but eventually completing an exemplary career education composite that provides models for any community. Especially effective are the multi-interested, multi-skilled representatives on the two councils bringing creative ideas, sharing techniques and lessening chances of duplication.

Collaboration, by necessity, has surfaced in a new way. The mix is different and the impact is not direct service but planning and coordinating. Teams of committee individuals, knowledgeable and strong in convictions but able to sublimate and compromise on occasion to reach a goal, and to produce tangible evidence.

Business and Professional Women's Clubs were created to help women and youth in achieving personal and job oriented goals. We have acquired political clout through relentless striving for legislation for legally attacking the deterrents to the realization of our goals. In the Randolph Skills Center project sponsored by YWCA, I saw a possibility for involvement of individual BPW members everywhere. The YWCA provides a facility and is a member of United Way. Members could help recruit, could sponsor such a project, could participate and could serve as role models where applicable. The Randolph Skills Center was a hands on concept, structured and organized well; and that should make tremendous impact and could be a strong catalyst for Affirmative Action thrusts that could guarantee successful on-the-job acceptance.

The Academy programs also seemed imperative for the success of affirmative action effectiveness. They address the needs of the hard-to-reach student. I visited Saul High School and was tremendously impressed. Every locality should have a similar facility on this scale. Academic and job based teams plan together. Relevance is evident; relevance of basic skills enhanced by job opportunities lead to the discovery of the urgency of English/math skills.

I liked the pride, enthusiasm, involvement--almost evangelistic fervor--to achieve success in expressed goals. Counselor seminars with school counselors and parents to generate support for teens in nontraditional jobs are important. Resource people from the business and professional communities should volunteer for classroom action. BPW sponsors NIKE clubs for high school students and Samothrace with college students.

Brian R. Gilmore, Chamber of Commerce

What was learned (relearned):

- The success of collaboration in career education programs in Philadelphia due to involvement of Chamber of Commerce/local industry resources, management and funding.
- In certain areas, school personnel with the private sector run programs.
- Schools do well in administrating paper work; business runs, for the most part, career programs.
- Input and concern must be broadbased from all sectors.
- The school system must have strong office/leader/advocate for career education.
- Career education won't work without support from the classroom teacher/unions.

Relationship of Philadelphia programs to Hartford:

- The number of issues in Philadelphia are the same for Hartford:
    - Number of Home Corporation offices located in city;

- Central city in stages of rebirth;
- Percent of blacks, Puerto Ricans and Spanish speaking students growing; and
- Concern by business for career education linkage with schools on a regional level.

Being new to Hartford, I can't really relate to the activities of local examples.

Mike Ayers, American Legion

The visit to the Edison school was most informative and enlightening. I was impressed with the organization, cooperation and pride being instilled in the work. The project is a challenge not only for those in the class but also those who are trying to get in. The boys had set up their own rules for governing the facility and the response among teachers and students appeared to be top-notch. A Bell Telephone representative and journeyman carpenter are currently assigned to the Academy, and the response to their participation among the students seemed to be quite favorable. The re-creation of a work-like setting (e.g., use of time cards) was well done. The ramifications of the setup are nothing but positive.

The implications are basically twofold: results and pride. The community can see the efforts of the students and the definite possibility that the majority of them will adjust quite easily to the world of work. In terms of pride, these young men have something being done with their own hands which has to be a tremendous boost to confidence and the establishment of civic pride.

In terms of the American Legion relating to what I saw, certainly our organization would place a stamp of approval on this program in the Philadelphia area. The American Legion with its vast membership (2 million) from all walks of life could provide workmen such as the Bell employee and the journeyman carpenter as well as open its facilities (posts) when school facilities are not available.

The American Legion and its Auxiliary have recently formed the Coordinating Committee on Education so that the two groups can use its combined resources and talents to further the involvement in the educational process. Obviously, one key activity under consideration is that of career education. Our defined role will be much clearer for the National Conference on Education being held in Indianapolis in mid-September. Each education/school chairman in both the Legion and Auxiliary is being invited to attend. Career education will be a major topic and Dr. Hoyt will appear as our banquet speaker. Currently our financial resource booklet, Need A Lift?, is an excellent example of the Legion's interest in securing financial assitance for as many students as possible. This 132-page booklet is in its 28th year with an annual printing of 150,000 copies. The cost is 50¢ but at least 20,000 copies of the book go the complimentary route. In the first section of the book is a section (10 pages) of career resources students can write to for further information. In terms of local involvement, school organizations are taking part.

Ann F. Jones, 4-H

- Youth want hands-on learning experiences and will choose this type of learning method when it's an option.
- Youth, even hard-to-reach youth, will attend school regularly if the curriculum is interesting and meets their needs.
- Even in vocational training (perhaps especially in vocational training) youth need tasks broken down into small units, with this small unit being recognized or rewarded upon completion.
- Youth learn at different rates; therefore, learning programs which allow students to progress at their own pace will be most effective.
- Almost anything can be accomplished if you have determined, enthusiastic leaders (or pushers) who can mobilize support from others. It helps if these leaders are not afraid to make mistakes and are creative in selection of alternatives.
- Employers want employees who can do something well and who have good work habits. It would appear that the sites I visited are preparing youth for both.
- People at the top of the power structure must be convinced of the need for a quality career education program. They need to be kept constantly reminded of success stories of the program.
- Career education needs the support of as many people from as many different levels and organizations as possible.

The things I listed above are minimum necessities for a successful career education program.

4-H could relate to any of the career education programs which were described since 4-H is also a hands-on-learning experience. The 4-H motto is "learn by doing" and all 4-H project material is planned to facilitate this motto. 4-H projects correspond to many of the vocational training areas, i.e., animal science, automotive, horticulture, consumer education, electricity, etc. In addition to that are opportunities in public speaking, citizenship, child development, etc. 4-H is doing career education without always labeling it such.

Chambers of Commerce, Women's American ORT, Settlement Houses, labor unions, private industries, 4-H, parents, school boards, local school officials and others all seem to be collaborating in Philadelphia's career education programs.

Paul L. Stephenson, Pennsylvania State University

I found a broader base for youth program development. The collaborative process enhances the consortium requirement for government funding and ensures the continuation of program support from more than one base. Should the "feeder" aspect of a program default in its responsibilities, the sponsoring business can make a uniform change to another site for feeder input. This mobility is essential in situations where funding is precarious.

The implications for community based collaboration are vast. Referring to the grass roots community, there is the reality of "the horse's mouth" with all of the relevant information that this implies. In brief, the needs of youth must be assessed where they live. The community based collaborative process should include youth as well as adults. In joining public education with business, industry and labor, it is paramount to include youth in the planning process. There are sometimes excuses for the noninclusion of youth, but the real problem is dealing with the limited understanding of youth in view of the sensitizing element which they bring into our midst. Community based collaboration of the professional type is essential in the conceptualization of a delivery system for youth programs and resources; not to exclude youth. This process is primarily concerned with the developmental planning process and the identification of relative and mutual entities which, when joined, provide the basic implemental program and impact factors.

The relationship of the various programs in career education is a fragmented one. There are literally hundreds of agencies which provide some aspect of career for youth. These agencies could only be represented in a "maxi"-conference. In such a conference, the relationships between groups could be explored. Perhaps this is not a feasible suggestion; however, it is a logical conclusion. On a local and national level, youth programs have always received a low priority. The cost of a B-1 bomber is equal to the total allocation of federal funds for adolescent delinquency in our nation. There is a need for a national collaborative effort in career education. This effort should be supported by Youth Coordinating Services, and should represent the local youth organizations in cities, townships and other local governing bodies. The short answer to the career education effort in Philadelphia is to the effect that we relate superficially. The bandaid approach to career education in a city of this magnitude can be at best superficial. Providing the maximum opportunities to all students can be achieved through computerized programs.

The collaborative activities most visible in Philly are those efforts between the black trade unions, CETA, and some public schools and there are implications for lobby efforts both federal and state. In-service training in infusion is a problem for teachers. Hands-on experience is crucial. Counselors must be prepared to deal with career education. Competency based programs in career education to convince legislators of the viability and worth of career education programs.

A conceptual model for youth program delivery:

Schools - feeder
Private sector - training
centralized model (where most students are found)

Negro trade - trainer
CETA - feeder
decentralized model (more specific audiences)

James E. Dougan, Future Farmers of America (FFA)

There is considerable evidence that there is collaboration of business, industry, labor, social agencies, and governmental institutions or agencies in the development of career education in the Philadelphia school system. The Advisory Council for career education, the Education/Work Council and the Greater Philadelphia Chamber of Commerce have definite objectives, goals, and accomplishments that enhance the career education program in the schools. The interest and commitment of the people is commendable, which indicates the administration and school board have done a good job in getting these people involved.

The various programs that have been developed exemplify the collaborative process. The high school academies, EBCE, EHRP, PROVE, STRIVE, etc. all seem to focus on the purpose of career education; the awareness, exploration and orientation to the world of work through an educational process. The total effort proves that career education is not something schools can do by themselves, but they need the help from those in business, labor and industry to serve as resource people in classrooms and laboratories; to provide assistance in career guidance of students and to help place youth and adults in paid employment. Student involvement during the summer is very beneficial to the career education movement. The students I talked to at Saul school were interested in their school activities during the summer. It appears the teaching staff at Saul and the skill center was well informed of the career education efforts in the Philadelphia schools. However, there might need to be in-service training for teachers on how they infuse career education concepts into daily teaching.

Community based collaboration in career education in the Philadelphia school system indicates that the people involved do share responsibility and authority for basic policy and decision making, which enhances the collaborative process. It is important that the proper resource persons be identified, contacts made, specific guidelines developed as to their role and responsibility, and an effective and efficient process for their suggestions and recommendations being presented to the administration and board of education. An evaluation process is needed to approve the effectiveness of the resource people and activities. Teaching of the math, science principles, communication skills and personal development could be infused into the vocational training. The students at this point see the need for these skills; this would help the basic deficiencies.

- The FFA organization is an excellent means of developing leadership, citizenship, job seeking, holding work habits and personal development skills; all of which are essential to the vocational skills for an entry level occupation in agriculture.
- Vocational agriculture teachers need to have in-service training in career education to effectively provide the above skills and orientation to the various agriculture occupations.
- Career education needs to be threaded throughout the agriculture and FFA course of study.
- The vocational-agriculture teacher needs to accept responsiblity for career development as well as occupational preparation.
- Vocational-agriculture teachers should be trained to provide information and expertise on the career education components of awareness, orientation, and exploration to elementary and secondary teachers and guidance counselors. At Saul school, the guidance counselors are brought to the school and provided orientation for the various agriculture programs by the teachers, rather than someone going to the various agriculture programs by the teachers, rather than someone going to the various high schools to provide this information. Parents need to be involved; the FFA has a good opportunity to do this.
- It was evident at Saul and the skill center that the advisory council had considerable input into the course of study and the educational specifications (facilities and equipment) for the program.
- Each of the occupational clusters at the skill center had identified a task list; a process for measuring student performance developed; and computer printout of tasks the student could perform at an acceptable level. It took the collaboration of many people to establish the tasks.

Ralph P. Howarth, Jr., Junior Achievement (JA)

The two CE projects we visited had effective use of the collaborative efforts of business/industry/labor/schools. They give the students work experience in electrical appliances and basic building trades. The program in addition to basic educational skills offer:

- technical skills;
- job placement;
- income;
- positive attitude formation.

Entry into these programs requires passing of ability test battery and income requirements.

There is an additional plus to the building trade program as it concerns the rehabilitation of a "rowhouse" (a townhouse); This meets a social need in the local community.

The one thing the program lacks (and I make this from a built-in bias) is economic education.

This program (the factory experience is built in JA's Job Education) was dropped by JA as it had a very high cost factor.

JA in Philadelphia and accross the nation can fit into the community CE program through one or more of its five basic programs.

Mary Williamson, Girl Scouts of the USA

Example of collaboration:

- Four girl-serving agencies (Girl Scouts, YWCA, Teen Aide and Girl Clubs) were awarded a grant from LEAA for a two year delinquency prevention program. These four agencies planned a workshop for staffs, volunteer personnel (leaders, big sisters, counselors, etc.) and board members to give them some information about, and orientation toward, career education. Counselors and teachers from the school district were invited, and the U.S. Department of Labor, Women's Bureau, provided some funds and personnel for the one day workshop called "Defining our Futures."

MINI-CONFERENCE DISCUSSION

What we learned yesterday (a group discussion)

An honest approach reflecting the concern that educators cannot handle all of the problems or issues which face youth. This is an indicator of a strong need for collaboration. Educators are defensive about "outsiders" coming in or being involved in curriculum or traditionally assumed areas of professional expertise.

Schools are part of the community and must open up to involve the key actors in the community. By opening up the schools, a two-way growth results; a spin-off which: (1) permits the community to better understand the complexities of the schools; and (2) allows the schools to tap the rich resources of the community.

Preservice and in-service approaches are necessary to acquaint the professional staff with the skills necessary to involve community resources. If teachers are provided a rationale for connecting classroom activities with the world of work behavior/skills (in essence, a career education program for teachers), then there is a stronger likelihood for increased participation.

Community resources in Philly understand the concept of infusion but, interestingly, they arrived at the point of understanding the need for infusion very differently than career educators. They probably never read Ken Hoyt; however, through another route they arrived at the same conclusion which strengthens Ken's position.

Educators who have experienced the world of work are best suited to teach career education. They can implement career education programs better than those who have not had career experience because they better understand the problems, issues and concerns which face given careers.

Research models might best reflect the need for basic skills development in a career perspective. Career education and basic skills are not contrary to each other; basic skills are important to career education. As a matter of fact, career education may enhance employability skills, thus enhancing employment.

The Office of Career Education should disseminate the results of exemplary programs so that community organizations can use this information to support career education when funding priorities are considered. In essence, it is important to arm the community organization.

Implications for collaboration based on site visitation

There is a great deal of career education being done but there seems to be no clearinghouse available to maintain a current flow of information. One way to do this might be to circulate a newsletter throughout a given community.

Support for career education must be the result of a top-down movement rather than a bottom-up approach. Some problems related to obtaining systemwide support for career education are:

- The independence of classroom teachers;
- Lack of evaluation which carefully looks at teaching performance; and
- Available funding.

Individual communities should not wait for the federal and state governments to provide funds; they should initiate their own programs.

The current status of career education legislation only points up the importance of establishing good collaboration in the community. Through effective community collaboration, clout can be exercised to support career education

Relationship between CBOs and the local career education effort

4-H can develop a training program which will be self-sustaining following the end of initial funding.

Girl Scouts can use a variety of already existing programs and this would avoid unnecessary duplication. Also, GSA could provide representation on a number of groups to ensure that the needs of young women are included in planning and implementing programs.

JA can provide assistance in the development of economic/business awareness at the junior high level through Project Business. JA operates a variety of programs which focus on awareness and exploration of careers. JA has a rich resource of free available resources, but does JA get the opportunity to make these programs available?

The schools need to train the teachers to use these resources properly, but the cost of this in-service training is massive and does slow up the process.

ORT could sponsor, in settings across the country, TV programs similar to the efforts in Miami and Milwaukee. ORT can facilitate communication of career education issues.

SPEEDY programs do provide productive opportunities. However, these work opportunities are generally not related to career goals of the youth. Approximately $2 billion is being spent in the Summer Program and what might be best to happen is that career education and CETA/ETA personnel get together to address the issue of developing career work opportunities for youth. Career education might help by introducing teachers to the world of work.

The moderator requested "one-word" responses from the participants relative to facilitating career education. The following are the responses:

- love
- affection
- marriage
- money
- social responsibility
- imagination
- economic development
- social needs
- desire for recognition
- success
- peer acceptance
- winning team concept
- collaboration
- goals
- determination
- challenge
- personal satisfaction
- OCE/USOE
- self/vested interests
- power

The following listings are responses relative to generalizations concerning collaboration:

Collaboration is:

- cooperation
- agreement
- team work
- regionalism
- resolution of problems
- interaction
- shared planning
- community involvement/input
- peaceful coexistence
- shared responsibility
- politics
- inter/intra
- happiness
- coordination
- integration
- purposeful
- reduces duplication
- promotes solutions
- aligns itself/supports the work ethic
- better bang for the buck
- only way to reach solution

Collaboration is not:

- divisive
- turf control
- anti-establishment
- upheaval
- self-serving
- disintegrative
- impossible
- the impossible dream

The following are responses relative to constraints to successful collaboration:

- involvement
- politics
- turf invasion
- defensiveness
- red tape
- cooperation
- responsibility
- sovereignty
- volunteers (lack of)
- indifference
- attitude
- duplication
- communication
- curriculum
- fear of controversy
- fear of change
- fear of failure
- unions
- fear of working hard
- fear of competition
- breaking of traditional models
- fear of success (Maslow's Jonah complex)

Feedback for Al

Excellent approach of providing counseling for young women and their parents when nontraditional jobs are being considered.

There are still fragmented efforts in the career education movement in the Philly area. However, Al decided that rather than fight the battle of forcing the fragments back together, he created an advisory for individuals who wanted to share and participate. He wanted to use the strength of the leadership in the various programs rather than fight that leadership.

Very impressed with the experiential approach of the Academies. The house rejuvenation project is a healthy, positive effort which enhances the general social/economic conditions of the area. The young people benefit by having a positive attitude toward the product (the finished home).

Where to from here?

The Philly program is well developed and it would be of tremendous benefit to conduct extensive followup research to demonstrate the effects of the program. Monitoring the pupil progress.

Possibly use the youth to help promote the programs.

The use of retired individuals to provide useful services for youth.

Philly schools might attempt to better tap the volunteer groups.

Public relations must be orchestrated to meet mutual goals.

Businesses must be careful not to overpublicize programs because it can raise expectations and create overburdening demands on the participating business.

Schools must work to broaden their involvement with community businesses so as not to rely too heavily on just a handful of resources.

The larger the volunteer force the greater the need for coordination and the schools cannot increase the volunteer force too much without also increasing the need for coordinators.

PARTICIPANTS' RECOMMENDATIONS

The following recommendations were submitted by participants:

- Newsletter--all people involved with career education should provide update on information from different sources.

- Girl Scouts could use the program developed by the Chamber of Commerce for training counselors in the training of Girl Scout leaders, after some modification.

- Girl Scouts could help YWCA recruit girls for PROVE Project; also they could help recruit girls for PRIME and AFNA.

- Girl Scouts could provide a market for material produced in programs such as STRIVE.

- Girl Scouts could provide representation on different groups to insure that girl participation is high in various programs.

- One of the most useful movements afoot is the NMI Education/Work Council. These efforts fill a void by providing a vehicle for collaboration between schools and manpower efforts. DOL's interest is to smooth the transition between school and work. Greater federal coordination between DOL and HEW's career education program would enhance collaborative efforts locally.

- There is a need to increase the involvement of organized labor. It was an error not to involve labor when the program was initiated.

- Modest efforts with a few individuals gets things moving in a positive direction, and the task is to build on the small positive steps. The best projects make people participate selfishly and altruistically at the same time.

- At the elementary level, there is the Room to Grow program and at the junior high level, the Alliance for Career Education program. About 100 of 200 elementary schools have career education programs.

- The relationship between the Prime Sponsor and the LEA is excellent in Philly. Collaborative efforts:

    - Youth Incentive Entitlement Pilot Project (Tier I and II planning - YIEPP);

    - Schools serve as the managing agent for the Tier II project; and

    - The schools and the manpower personnel worked closely together to plan the YETP (Youth Employment Training Program) effort under YEDPA.

- There needs to be a unified approach to the entire career education program. I got the feeling that the program needed top level administrators to coordinate all levels, particularly vis-a-vis education, business and labor.

- More volunteers should be encouraged to participate in the program. This would increase community support and collaboration in the program. Private volunteer agencies particularly.

- Extensive use should be made of the service agencies located within the Philadelphia community.

- The geographical area should be limited to the city of Philadelphia. The Camden area should be incorporated after the organization of the Philly area.

- An assessment/evaluation monitoring process should be made periodically in order to determine the effectiveness of the total operation and to determine new objectives and directions.

Appendix

THE SCHOOL DISTRICT OF PHILADELPHIA
DIVISION OF CAREER EDUCATION

U.S.O.E. EXEMPLARY SITE VISIT
Philadelphia, Pennsylvania

July 27-28, 1978

Exemplary Site Staff Program

1. Introduction of Division of Career Education Staff Members, Local Counterparts, and Other Guests

2. Brief Overview of Philadelphia's Career Education Program

3. The Development of Collaboration in Philadelphia

   Agencies that engender collaboration

   - The Advisory Council for Career Education (Lawrence J. Chialastri)
   - The Education/Work Council of Philadelphia (Wayne L. Owens)
   - The Greater Philadelphia Chamber of Commerce (Robin Howard)

   Programs that exemplify the collaborative process

   - High School Academies (Harold J. McNeil)
   - Experience-Based Career Education (Mervin L. Krimins)
   - Edison Housing Rehabilitation (Robert Robinson)
   - Project PROVE (Marcella Germanotta)

- Counselors' Seminar - World of Work (Robin Howard)
- STRIVE (LeRoy Snyder)
- GED Task Force (LeRoy Snyder)
- Youth Incentive Entitlement Pilot Project (Joseph Bradley)
- PRIME and AFNA (Wayne L. Owens)

PHILADELPHIA, PENNSYLVANIA

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ACRONYMS

AA	Associate of Arts Degree
AFL-CIO	American Federation of Labor-Congress of Industrial Organizations
BPW	The National Federation of Business and Professional Women's Clubs, Inc.
BSA	Boy Scouts of America
CBO	Community Based Organization
CEC	Career Education Center
CETA	Comprehensive Employment Training Act
CGI	Career Guidance Institute
DOL	Department of Labor
EBCE	Experience Based Career Education
EMR	Educable Mentally Retarded
ESEA	Elementary-Secondary Education Act
FFA	Future Farmers of America
4-H	Head, Heart, Health and Hands
IRA	InterAmerica Research Associates
IWY	International Women's Year
JA	Junior Achievement
LEA	Local Educational Agency
MDTA	Manpower Development Training Act
NAB	The National Alliance of Business
NAE	National Alliance for Energy
NMI	The National Manpower Institute
NUC	National Urban Coalition
NWREL	Northwest Regional Educational Laboratory

NYC	New York City
OCE	The Office of Career Education, DHEW
ORT	(Women's American) Organization for Rehabilitation through Training
TA	Transactional Analysis
UAW	United Auto Workers
VEA	Vocational Education Act
WEC	Work/Education Council
YEDPA	Youth Employment and Demonstration Projects Act
YETP	Youth Employment Training Program
YIEP	Youth Incentive Entitlement Program
YIEPP	Youth Incentive Entitlement Pilot Project